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ABSTRACT

This Education for Self Responsibility (ESR) curriculum guide is designed as part of an extensive effort to curb the problem of drug use among school-age youth. The guide is designed to help students learn to make intelligent decisions about health and well being and to act responsibly when confronted with opportunities to try drugs. The program focuses on ways in which high school teachers can meet the drug prevention objectives of understanding the consequences, learning the facts, and taking action. Instruction related to these major objectives is facilitated by multiple instructional and behavioral objectives. The educational experiences described here are designed to enable high school teachers to: help students achieve the objectives; empower students to choose not to use drugs; and make all drug use socially unacceptable. The guide is organized into six sections: (1) the Comprehensive Drug Use Prevention Program; (2) Implementing the ESR II Curriculum Guide; (3) Modifying ESR II for Special Populations; (4) Risk Factors for Adolescent Drug Use; (5) Suggestions for Discussion Groups and Speakers; and (6) Sample Lessons for the Prevention of Drug Use. Seven appendices include: Teacher Resources; Annotated Biblioography; Drug Chart; Glossary of Terms; Texas Law Related to Tobacco, Alcohol, and Other Drugs; Agencies and Organizations; and Instructional Strategies and Products for Teaching Drug Use Prevention. (LL)

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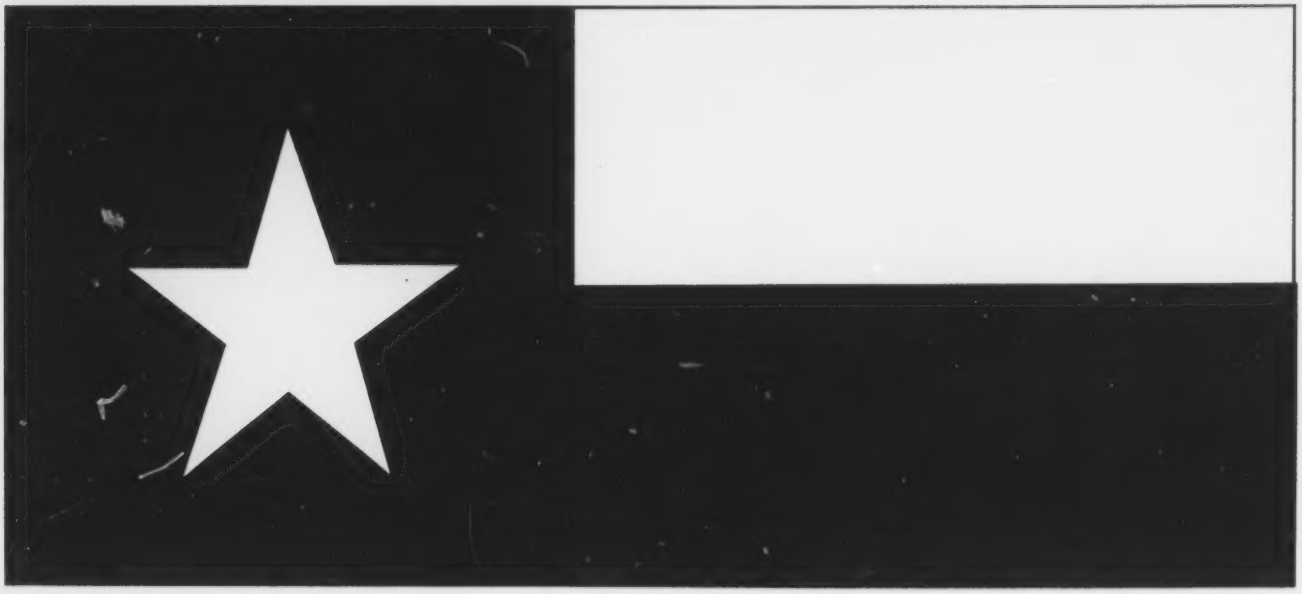

Education for Self-Responsibility II:

PREVENTION OF DRUG USE

Texas Education Agency / Austin, Texas

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High School

SP 033844

...A DRUG-FREE STATE

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Education for Self–Responsibility II: Prevention of Drug Use

Grades 9-12

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Foreword

Drug use is one of the major problems facing the nation today. Virtually no aspect of American life has been spared the tragedy of drug use, and our educational system is no exception. Drug use has infiltrated our schools and threatens to thwart our efforts to help today's students become educated and responsible citizens of tomorrow.

The Texas Education Agency provides *Education for Self-Responsibility II: Prevention of Drug Use* in response to concerns voiced by educators, legislators, and interested and caring citizens. *ESR II* is part of an extensive effort to curb the problem of drug use among school-age youth. It is comprised of four volumes, which are designed for prekindergarten-Grade 3, Grades 4-6, Grades 6-8, and Grades 9-12.

Development of *ESR II* began in 1987 when the Agency convened a committee of educators to determine specific needs, set a general philosophy, develop goals and objectives, and write sample teaching and learning strategies. The committee included health educators, classroom teachers in several subject areas and grade levels, curriculum experts, drug education coordinators and consultants, administrators, counselors, law enforcement professionals, representatives of special populations, and community spokespersons. The Agency contracted with Texas A&M University to complete development of a field test version of the four volumes and to publish and distribute them to school districts. Drug Use Prevention Program staff members at the Agency solicited feedback from districts and schools that participated in the field test and then revised *ESR II*, taking into consideration teachers' comments and suggestions.

ESR II does not represent a one-time attempt to help districts cope with the increasing instances of drug use among students. On the contrary, tobacco, alcohol, and drug use prevention education is part of the Agency's ongoing comprehensive health program which emphasizes the physiological, mental, and psychological health and well-being of students. A good education helps students learn more than just reading, writing, and mathematics. Above all else, education teaches students how to be responsible. It teaches students how to be responsible citizens capable of discerning right from wrong. A good education develops students who understand that life itself creates responsibilities.

School administrators, teachers, and other staff members have a unique opportunity to help prevent tobacco, alcohol, and drug use among students. Education for self-responsibility must be more than a title of a publication or the theme of an education program. It must become the focus of our energies for the next several years.

Lionel R. Meno
Commissioner of Education

Texas Education Agency

This publication was developed by members of *ESR II* curriculum development teams at the Texas Education Agency and at Texas A&M University under the direction of Agency staff members in the Office of the Associate Commissioner for Curriculum and Assessment.

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The Comprehensive Drug Use Prevention Program

EDUCATION FOR SELF-RESPONSIBILITY

Drug use among students in Texas public schools is a pressing and immediate problem demanding an all-out response by teachers, administrators, parents, communities, and drug-free students. The four-volume curriculum guide, *Education for Self-Responsibility II: Prevention of Drug Use (ESR II)*, represents an important component in the effort to make schools drug free. Functioning as a curriculum guide and a health promotion tool, *ESR II* is the second guide the Texas Education Agency has issued on the topic of self-responsibility. *Education for Self-Responsibility I: Prevention of School-Age Pregnancy* was distributed in 1988. The Agency developed both documents in response to the State Board of Education's plan for action to reduce the number of students who drop out of school before graduation.

As a curriculum guide, *ESR II* offers suggestions to teachers of all grade levels and most subjects—suggestions ranging from specific classroom activities to ideas for involving parents in the drug use prevention effort. It includes handouts, worksheets, and overhead transparency masters to equip teachers with ready-to-use material for class activities. As a health promotion tool, *ESR II* insists that students be given consistent, firm no-use messages in all areas of their education. *ESR II* emphasizes the opportunities available to teachers of all levels and most subjects to responsibly teach drug use prevention and indicates ways in which educators may inadvertently condone drug use. *ESR II* urges administrators to recognize that students (drug-free and otherwise) are positively affected by consistent no-use messages and negatively affected by mixed messages.

ESR II is not a panacea for our state's drug problems. It is only one important weapon in the arsenal needed to combat drug use in the schools. To be most effective, curricula to prevent drug use must be accompanied by a strong commitment on the part of administrators, teachers, and other school personnel to have a totally drug-free school. Clear communication concerning drug-related policies and drug-related instructional activities must exist among school personnel, parents, and the community at large. Posters, displays, and brochures advertising the school's commitment to become and to remain drug free must be used to keep the program highly visible to students and community members alike. Additionally, a comprehensive drug use prevention effort must include assistance programs for students at risk for alcohol and drug use, as well as those with drug use problems.

The Term *Drug*

At one time, the term *drug* referred to any substance that when taken into the body caused a change in physiological or psychological activity. The term *drug* included medicine (both prescriptions and over-the-counter), legal substances such as caffeine and sugar, and illegal substances such

as marijuana, cocaine, and heroin. But in the past decade problems caused by use of illegal substances have become so paramount in the United States that the term *drug* is now primarily used to refer to dangerous and illegal substances. In the *ESR II* curriculum guide, the term *drug* means a substance that is illegal and harmful, including alcohol and tobacco which are legal for adults but not for children. In the guide, every effort has been made to deal with medicines, prescriptives, and over-the-counter medications as such and not to refer to them as drugs. In some cases, however, medicines are sold on the street for purposes other than those intended by the manufacturer. In such cases, medicines themselves become dangerous drugs. The reason for defining the term *drug* so narrowly is for clarity and consistency in communication. The goal of *ESR II* is not to prevent school children from taking appropriately prescribed medicine. The goal is rather to help prevent the use of illegal and harmful substances, including tobacco and alcohol.

Characteristics of Schools with Assertive Drug-Free Efforts

Schools that have developed effective drug use prevention programs share certain characteristics. For example, schools with assertive drug-free efforts:

- have clear policies stating that they will not tolerate the use of tobacco, alcohol, and other drugs by students. These schools have written policies that enforce the laws of community and state; all school employees are expected to promote enforcement of the laws. Written understandings exist between school officials and law enforcement agencies regarding policies and procedures for intervention on school grounds and for general cooperation and communication.

- have strong administrative leadership and support. Effective leadership begins with commitment to a comprehensive alcohol and drug use prevention program and includes implementing policies, directing short- and long-range planning, and providing resources. It is important that clear lines of responsibility and accountability be established.

- develop and enforce standards for all school personnel concerning their professional conduct and their roles in implementing prevention education. These schools recognize that the drug-free effort is not limited to students but pertains to faculty, staff, and administrators as well.

- select and implement age-appropriate, developmentally based drug use prevention curricula in all grades, conduct training for teachers and other staff, and periodically evaluate the effectiveness of materials and instruction.

- incorporate parent education into the curricula and involve parents in

alcohol and other drug use prevention education. These schools involve the entire community in the effort through local Drug-Free Schools Advisory Councils and through coordination with other agencies and organizations.

- counsel students that drug use is illegal and harmful. These schools provide school- and community-based intervention and referral services to counsel and treat students with drug-related problems, offer special education arrangements where appropriate, and provide support services for students recovering from drug-related problems.

- incorporate the no-use message into all school-based and school-sponsored activities and events and encourage this practice in community activities as well. These schools ban the use of all drugs, including tobacco, at school and extracurricular activities such as sporting events and UIL competitions. The no-use policies pertain to all students, staff, and parents.

- involve the community in the schools' alcohol and drug use prevention programs. Consultation with parents and the community at large can build support for policies. Individuals and businesses in the community can provide material resources and sponsorship of drug-free activities. The schools should make every attempt to ensure that the community understands the components and the standards of an effective prevention program.

- evaluate prevention programs on a regular basis to ensure that the programs are meeting the needs of students, parents, and the community. Evaluation results can be used to improve the programs.

THE NO-USE POLICY

According to the U.S. Department of Education, "A strong school policy against substance abuse—clearly articulated, consistently enforced, and broadly communicated—is the foundation upon which any program should be built." The following guidelines for school alcohol and drug abuse policies are presented in *Drug Prevention Curricula: A Guide to Selection and Implementation.* (See Teacher Resources, page 293, for publication information.)

At the heart of a good policy is a strong and serious statement spelling out the school's opposition to drug use and consequences that will result from drug use. A school's policy statement should contain at least the following elements:

- a clear definition, based on state law, of what types of drugs and drug use are covered by the policy (making clear, for example, that prescribed medication is not covered but that alcohol is)

- a clear statement that the defined drugs and drug use are prohibited on school grounds, at school-sponsored functions, and at any function at which students are representing the school

- a description of the consequences to be expected upon violating the policy

- an explanation of the process by which students and school personnel can be referred for treatment, including a guarantee that self-referral will be treated in confidence and will not result in punishment

It is essential that such policies are clearly communicated to all students, parents, and staff. Once adopted, policies must be enforced uniformly. The same rules must apply to all: the captain of the football team, the honors scholar, the marginal student, the child from a disadvantaged background. The standards of conduct outlined by the policies should apply to school personnel as well as to students. Policies do not have to be punitive in nature but may be extended to provide assistance for students and employees who need help with drug-related problems.

PARENT INVOLVEMENT

Parents are a child's first and most important teachers. Considering the sensitivity and seriousness of drug prevention education, schools should seek parental participation in the educational process. Some activities in the *ESR II* curriculum guide contain material appropriate for parent education. Such activities may be incorporated into parent meetings or disseminated in the form of take-home materials.

In addition to academic work, schools should provide channels through which parents can influence policymaking and curriculum selection. Some schools accomplish this through parent/teacher organizations and other parent/community organizations such as Drug-Free Schools and Communities Advisory Councils. See *What Works: Schools Without Drugs*, a publication of the U.S. Department of Education, for recommendations. (See Teacher Resources, page 293, for publication information.)

Involving today's parents in prevention education may take considerable effort and imagination. In many families, both parents work; many other families are headed by single parents. Traditional after-school hours for parent/teacher conferences and training sessions may not be realistic. Nevertheless, schedules can be worked out if schools, parents, and employers cooperate. Representatives of schools that bus students can hold meetings in the students' neighborhoods and can speak the parents' primary language.

PROGRAM VISIBILITY

Students need to be reminded constantly of the dangers of drug use. Such reminders need not be parental or authoritarian, but they must be logical, consistent, and respectful. Posters, campaign buttons, projects, and lessons in all curricular areas serve to provide such reminders. Every aspect of the school environment, from drug use policies to classroom activities to social activities to what hangs on the walls, must consistently convey a no-use message. Many schools extend the no-use message to dress codes by not allowing students to wear clothing that advertises or promotes tobacco, alcohol, or other drugs.

In the community as well as in the school, visual reminders help to reinforce the message that drug use is harmful. Messages on grocery bags, billboards, book covers, and other items serve as daily reminders as do the visual and auditory antidrug announcements provided by the media.

TERMINOLOGY

When communicating about alcohol and other drugs, it is crucial for the terminology of professionals in the field to be both clear and consistent. The following list of terms was developed* to assist communicators of verbal and written information and program planners who are responsible for evaluating materials.

Do Not Use	Use
Drunk Driving	Alcohol-Impaired driving (because a person does not have to be drunk to be impaired)
Liquor (to mean any alcoholic beverage)	Beer, wine, and/or distilled spirits
Substance use	Alcohol and other drug use
Abuse when the sentence refers to youth, teen, or children (anyone under 21)	Use (The aim is to prevent use—not abuse—of alcohol and other drugs.)
Hard or soft drugs	Drugs—since all illicit drugs are harmful
Recreational use of drugs	Use—since no drug use is recreational
Responsible use	Use—since there is risk associated with all use
Accidents when referring to alcohol/drug use and traffic crashes	Crashes
Drug abuse prevention or alcohol abuse prevention	Except when referring to adults, use the phrase "to prevent alcohol and other drug problems."
Mood-altering drugs	Mind-altering drugs
Workaholic	The term trivializes the alcohol dependence problem.

* **By the Division of Communication Programs; Office for Substance Abuse Prevention; Alcohol, Drug Abuse, and Mental Health Administration; Washington, D.C. For further information, call (301) 443-0373.**

Implementing the *ESR II* Curriculum Guide

The curriculum guide, *Education for Self-Responsibility II: Prevention of Drug Use,* was developed with extensive input by Texas teachers sensitive to the educational environment of the state's public schools. *ESR II* is intentionally a guide, not a detailed, comprehensive course of study. It aims to make drug use prevention a part of the overall school curriculum by applying principles of curriculum infusion. Thus, drug use prevention is taught across the curriculum and throughout the school year instead of as a concentrated effort of teachers and students for a brief period of time.

Published in four volumes for designated grades, the guide provides sample lessons in various subject areas through the use of essential elements of instruction selected from Title 19, Chapter 75, Texas Administrative Code (State Board of Education rules for curriculum). The sample lessons are limited in number as they are examples of ways teachers may expand subject area lessons to include drug education and to create additional lessons. Teachers may use the objectives provided in this guide and may select numerous other appropriate essential elements to use in drug use prevention education. Instruction should be directed by the identified needs of students within the classroom and the school; therefore, the curriculum guide allows for flexibility.

ESR II is designed to be implemented primarily by the regular school instructional staff through infusion into the school's planned program of study. Outside specialists are suggested only as support for the teacher, not as replacements for the teacher. However, the term *teacher* may apply to any member of the school staff who is charged with the responsibility for the delivery of instruction, whether that staff member is the nurse, librarian, coach, counselor, or another individual.

ESR II: GOALS AND OBJECTIVES

The primary goal of *ESR II* is the prevention of drug use among school-age youth. Three major objectives provide the framework and focus for an instructional emphasis on an alcohol and other drug use prevention program. These objectives are: Understanding the Consequences, Learning the Facts, and Taking Action. Instruction related to these major objectives is facilitated by multiple instructional and behavioral objectives. The educational experiences described in the curriculum guide are designed to help the students of Texas to achieve these objectives and thereby empower them to choose not to use drugs. *ESR II* seeks to make all drug use socially unacceptable in the same way that tobacco has begun to be viewed negatively in the past few years.

A secondary goal of *ESR II* is to increase teacher awareness of the problems related to drug use in Texas, thereby creating impetus for taking action to combat these problems. Educators from across the state

formulated the *ESR II* objectives on pages 9-11. The objectives help establish consistency and give direction to drug use prevention programs in Texas schools. Each objective includes a number of questions that students are to consider and a list of behavioral objectives that will lead them to achieve the major objective.

UNDERSTANDING THE CONSEQUENCES

A. What happens to students who use drugs?

1. Explain the physiological and psychological effects of tobacco, alcohol, and other drugs.
2. Determine the effects of tobacco, alcohol, and other drug use on self-esteem, motivation, and the ability to cope.
3. Recognize the effects of tobacco, alcohol, and other drug use on interpersonal communication and relationships.
4. Predict how academic and work performance might be affected by tobacco, alcohol, and other drug use.
5. Illustrate the effects of tobacco, alcohol, and other drug use on personal judgment and decision making.
6. Analyze the effects of tobacco, alcohol, and other drug use on earning potential, the ability to save money, and spending habits.
7. Consider the legal consequences of tobacco, alcohol, and other drug use.

B. What happens to the family if a family member uses drugs?

1. Observe how emotional stress leads to physical problems.
2. Describe the physical and emotional consequences of having a chemically dependent family member.
3. Assess the importance of emotional stability, self-esteem, motivation, and coping abilities when dealing with a family member who is chemically dependent.
4. Identify how tobacco, alcohol, and other drug use affects relationships both within and outside a family.
5. Consider how tobacco, alcohol, and other drug use affects the judgment, work, and academic performance of family members.
6. Recognize the ways in which tobacco, alcohol, and other drug use affects a family's financial status.
7. Recognize that a minor's parent or guardian is responsible for his or her legal problems.

C. What happens to the friends of someone who uses drugs?

1. Describe potential risks of choosing friends who use tobacco, alcohol, or other drugs.
2. Explain how interpersonal relationships are affected by associating with someone who uses tobacco, alcohol, or other drugs.
3. Consider how the financial and legal problems of someone who uses tobacco, alcohol, or other drugs affect his or her friends.
4. Identify ways to encourage friends not to use tobacco, alcohol, and other drugs.

D. What happens to the community as a result of drug use?

1. Evaluate the relationship between tobacco, alcohol, and other drug use and the need for treatment facilities.
2. Analyze the effects of tobacco, alcohol, and other drug use on crime rates and the economy.
3. Describe public health problems related to tobacco, alcohol, and other drug use.
4. Describe how drug use contributes to the spread of communicable diseases.

ESR II *Objective II:*

LEARNING THE FACTS

A. What is a drug?

1. Name and categorize various types of drugs, medicines, and abused substances.
2. Recognize primary effects of tobacco, alcohol, and other drugs.
3. Recognize side effects of tobacco, alcohol, and other drugs.
4. Explain the hazards of multiple drug use.

B. What do students need to know about drugs?

1. Describe the therapeutic use of medicine.
2. Recognize the consequences of the media's presentation of tobacco, alcohol, and other drug use.
3. Identify the significance of peer pressure and/or role modeling and imitation.
4. Recognize the risks of curiosity and experimentation.
5. Predict the effects of misinformation concerning tobacco, alcohol, and other drugs.
6. Recognize the ways in which tobacco, alcohol, and other drugs affect behavior and self-concept.
7. Define addictive behavior and discuss its effect on the family.
8. Describe the relationship between addiction and genetic predisposition.
9. Define and characterize the symptoms of codependence.
10. Explain the relationship between emotional dissatisfaction and tobacco, alcohol, and other drug use.
11. Illustrate the effects of tobacco, alcohol, and other drug use on athletic ability and artistic creativity.

C. What are the laws pertaining to drugs?

1. Identify and acknowledge federal, state, local, and school laws and policies regarding all aspects of tobacco, alcohol, and other drug use.
2. Define legal and illegal drugs.

D. Where does a student go for help with drug-related problems?

1. Identify community and national hot lines.
2. Identify people to talk to.
3. Identify sources of professional help.
4. Identify community programs and resources.

A. How can one know oneself?

1. Describe personal strengths and weaknesses.
2. Realize personal uniqueness.
3. Identify personal beliefs, values, and feelings.
4. Identify people, places, and events that influence personal life-style.
5. Recognize abilities and document achievements.
6. Recognize that parents are primary role models for self-esteem, health, and behavior.

B. How can students relate to others?

1. Communicate thoughts, feelings, and opinions appropriately.
2. Demonstrate assertiveness and refusal skills.
3. Distinguish what individuals can control and what they cannot control.
4. Identify and evaluate ways to cope with family conflict.
5. Identify ways to cope with peer and social pressure to use tobacco, alcohol, and other drugs.
6. Explain the importance of rules and laws.
7. Recognize the importance of participating in family activities.

C. How can students learn to cope?

1. Describe the relationship between stress and tobacco, alcohol, and other drug use.
2. Demonstrate skills for coping with change, success, and failure.
3. Develop personal abilities and interests.

D. How can a student achieve self-responsibility?

1. Identify, develop, and practice effective decision-making skills.
2. Describe the importance of setting realistic personal goals.
3. Relate the importance of friends and role models.
4. Formulate effective strategies for helping others who experience problems.
5. Define self-responsibility.
6. Practice effective listening, reading, and writing skills.
7. Develop effective work/study skills.
8. Practice activities and behaviors that develop self-esteem.

E. What are the best alternatives to drug use?

1. List healthy alternatives to tobacco, alcohol, and other drug use.
2. Participate in local drug-free activities that offer healthy alternatives to tobacco, alcohol, and other drug use.

PLANNING A PROGRAM

Policy and planning are the foundations of a successful drug use prevention program. If the program is to be effective, it must be planned as thoroughly as any academic program, with serious consideration given to training, curriculum, and coordination. A comprehensive plan addresses all of these components in addition to activities, timelines, responsibilities, and resources.

District-Level Planning

Planning for drug use prevention education must occur on several levels—district, campus, departmental/grade, and the individual teacher's level. At each level, the components outlined below for district-level planning are repeated.

- philosophy

  Policymakers, school personnel, and advisors at the district level fashion a position statement that becomes the foundation of the program. To state a philosophy, the team must think through their beliefs about the school's role in drug use prevention. An assessment of the current extent of drug use among students and the possible impact on education is helpful.

- purpose

  The team decides why the district needs a program. Reasons may include such benefits as helping to nurture physically and mentally healthy youth, assisting young people in becoming productive citizens, improving the school climate in areas such as discipline and cooperation, maximizing learning, and reducing the dropout rate.

- global or long-range goals

  Formulating several goals helps focus the program. Long-range goals may include reducing the number of students who use alcohol and other drugs or providing students the information, life skills training, and support they need to lead drug-free lives.

- policies

  Begin by looking at the policies already in place that are related to drug use prevention such as dropout prevention policies and discipline management policies. The team may recommend that policies be expanded to promote a comprehensive drug use prevention effort through education and intervention. Disciplinary policies may be expanded to include assistance to troubled students rather than limited to punitive measures.

- a cycle of assessment, specific planning, implementation, and evaluation

  This cycle is a continuing process involving the following steps:

  - assessment

    Review the current state of affairs. Student, parent, and community surveys may help determine the extent of the problem and perceptions regarding the school's role. Learn what resources are available in terms of personnel, funds, materials, and community services. Analyze the current program: what is being done presently and by whom, who has been trained, what materials are being used.

  - planning

    Set measurable goals and objectives for achieving the goals. For each objective, determine appropriate strategies and activities. Designate persons responsible for implementation, set timelines, identify resources, and decide on evaluation procedures. Areas in which goal setting may be appropriate include the following: instruction, training/staff development, student services and support, drug-free youth activities, parental and community involvement, evaluation.

  - implementation

    Carry out the plans, adjusting according to evaluation data, which may be both objective and subjective.

  - evaluation

    In process evaluation, look at whether the objectives were carried out according to plan. In outcome evaluation, look at the long-term effectiveness of the program. Evaluation is part of the continuing process of improving the program.

Campus-Level Planning

The campus level reflects the district's philosophy, purpose, long-range goals, and policies. Teachers on an individual campus also engage in a cycle of assessment, specific planning, implementation, and evaluation appropriate to the needs and capabilities of students at that particular campus.

Most of the interaction among teachers may occur at the departmental or grade level. At this level, an instructional leader coordinates the efforts of the individual teacher and monitors the sequence of instruction. At this

level, teachers share ideas and make decisions about the most effective ways to accomplish their goals. It is important that individual teachers not be isolated—that they share successes, problems, ideas, and needs and that they give feedback to one another. If an effective model for this interaction already is in place, the same model can be applied to drug use prevention education.

Individual Teacher's Planning

At the next level, the individual teacher determines where the classroom lesson fits into the other levels of planning—district, campus, departmental/grade—and develops lesson plans for a specific group of students. These lesson plans are based on the needs and characteristics of that particular student population.

ORGANIZATION OF *ESR II*

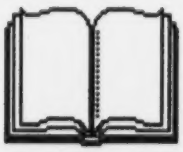
ESR II is divided into four volumes that are designated for prekindergarten-Grade 3, Grades 4-6, Grades 6-8, and Grades 9-12. Each volume stands alone for distribution to appropriate school personnel. Each contains sample age-appropriate lessons along with an introductory section and lists of resources to assist the administrators and teachers of drug use prevention education. To accommodate the various designs of Texas school systems, the sixth-grade segment of *ESR II* is reproduced in two volumes.

Each of the four grade-level volumes of the *ESR II* curriculum guide is divided into three sections: (1) introductory materials, (2) sample lessons, (3) resources. The introductory material provides an orientation to the drug-free school effort along with a brief presentation of what can be done at the local level to support this effort. The sample lessons are arranged in order of grade, and the suggested subject areas are identified in the upper right-hand corner of each page by an icon. The lessons are designed to be flexible, independent activities. Many of them can be reproduced as handouts, worksheets, and overhead transparencies.

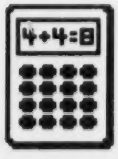
Icons for the subject areas of *ESR II* sample lessons are as follows:

Fine Arts

Health



Language Arts



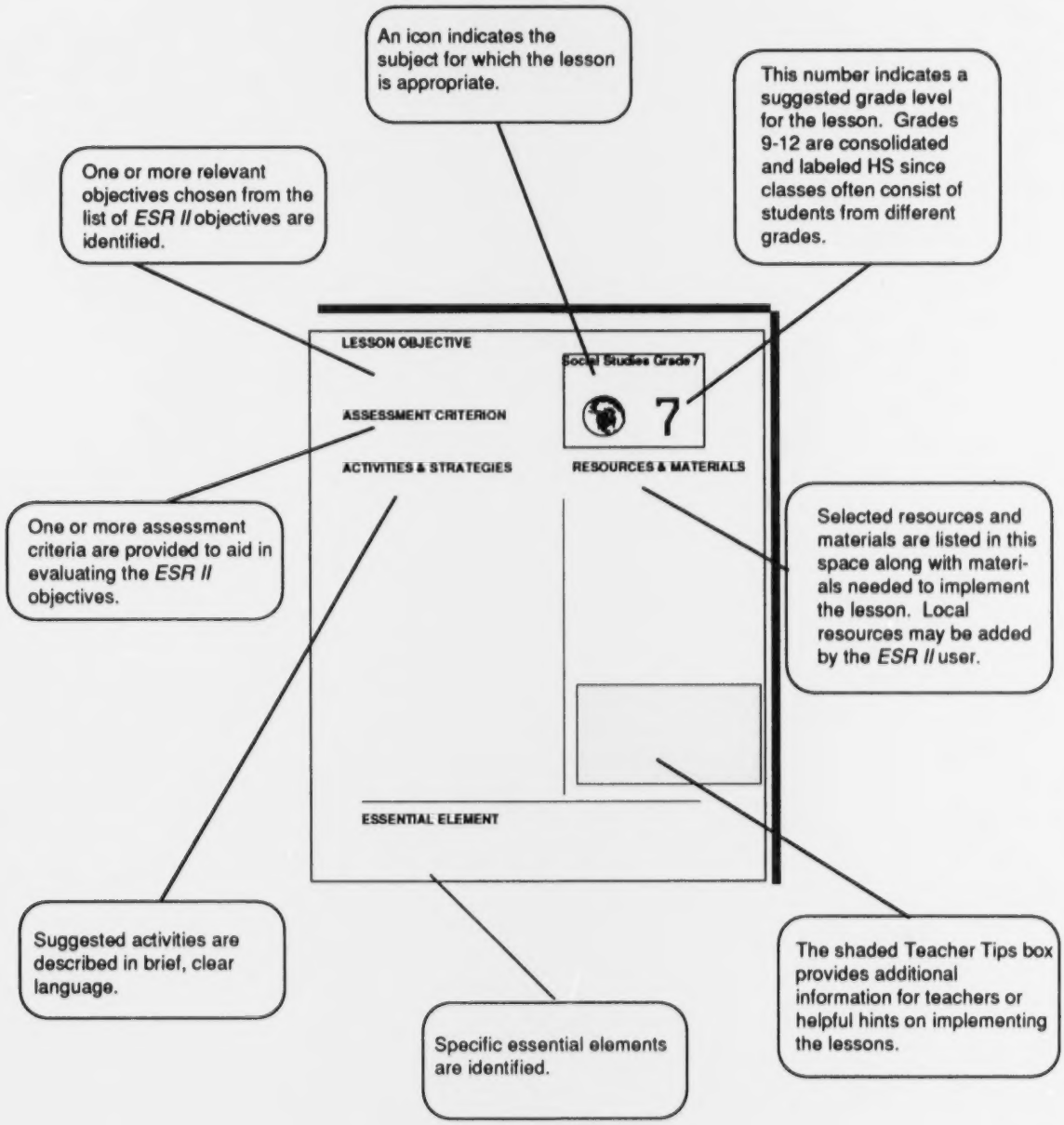
Mathematics

Science

Social Studies

Vocational Education

Using the *ESR II* Sample Lessons


An icon indicates the subject for which the lesson is appropriate.
This number indicates a suggested grade level for the lesson. Grades 9-12 are consolidated and labeled HS since classes often consist of students from different grades.
One or more relevant objectives chosen from the list of *ESR II* objectives are identified.
LESSON OBJECTIVE
Social Studies Grade 7
7
ASSESSMENT CRITERION
ACTIVITIES & STRATEGIES
RESOURCES & MATERIALS
One or more assessment criteria are provided to aid in evaluating the *ESR II* objectives.
Selected resources and materials are listed in this space along with materials needed to implement the lesson. Local resources may be added by the *ESR II* user.
ESSENTIAL ELEMENT
Suggested activities are described in brief, clear language.
The shaded Teacher Tips box provides additional information for teachers or helpful hints on implementing the lessons.
Specific essential elements are identified.

Resources

Appendices at the end of each volume of the curriculum guide include:

- a list of teacher resources (books, government documents, pamphlets, periodicals, and audiovisuals)
- an annotated bibliography of drug education-related publications
- a drug chart
- a glossary of drug-related terms
- a brief statement on Texas laws related to tobacco, alcohol, and other drug use by minors
- a listing of agencies and organizations that provide drug use prevention education materials
- a listing of instructional strategies and products

Scope and Sequence

The scope and sequence chart on pages 19-21 allows the user to see at a glance the overall objectives and goals of the curriculum, prekindergarten-Grade 12. On this chart, dots indicate grade levels where the objectives are introduced or reinforced.

ESR II is purposefully designed as a drug use prevention curriculum guide that will be helpful to teachers who have many demands on their time. The guide includes sample lessons with suggested activities that are cross-referenced with the required essential elements found in Title 19, Chapter 75 of the Texas Administrative Code.

ESR II Scope and Sequence

1. Major Objective: Understanding the Consequences

Goal: Awareness of the impact of drug use on the individual, family members, friends, and community.

	PK	K	1	2	3	4	5	6	7	8	HS
A. Impact on the individual											
1. physiological and psychological effects of tobacco, alcohol, and other drugs (TAOD)		•	•	•	•	•	•	•	•	•	•
2. effects on self-esteem								•	•	•	•
3. effects on interpersonal communication and relationships						•	•	•	•	•	•
4. effects on academic and work performance						•		•	•	•	•
5. effects on personal judgment and decision making							•	•	•	•	•
6. financial consequences of TAOD use					•		•	•	•	•	
7. legal consequences of TAOD use		•				•				•	•
B. Impact of drug use on the family in the following areas:											
1. emotional stress		•	•					•	•	•	•
2. physical and emotional consequences		•	•			•	•		•		•
3. relationships						•	•	•		•	
4. chemically dependent family member						•	•		•	•	•
5. academic and work performance of family members											
6. financial status							•	•	•		•
7. legal responsibility for minors									•	•	
C. Impact of drug use on friends											
1. potential risks of choosing friends who use drugs			•			•	•	•	•	•	
2. effects of drug use on interpersonal relationships						•	•		•	•	
3. effects of drug-related financial/legal problems on one's friends							•	•	•		
4. ways to encourage friends not to use tobacco, alcohol, and other drugs		•	•		•	•	•	•	•	•	•
D. Impact of drug use on the community											
1. need for treatment facilities								•			•
2. effects of drug use on crime and the economy							•	•		•	•
3. drug-related public health problems				•	•				•	•	•
4. spread of communicable diseases									•		•

II. Major Objective: Learning the Facts

Goal: Understanding the medical and legal hazards of legal/illegal drug use.

	PK	K	1	2	3	4	5	6	7	8	HS
A. Description of a drug											
1. types of drugs, medicines, and abused substances	•	•	•	•		•	•	•	•		•
2. primary effects of tobacco, alcohol, and other drugs			•		•	•	•	•	•		•
3. side effects of tobacco, alcohol, and other drugs						•	•				•
4. hazards of multiple drug use								•	•	•	•
B. What students need to know about drugs											
1. therapeutic use of medicine	•	•	•	•	•			•			
2. media presentation of tobacco, alcohol, and other drug use				•	•	•	•	•			•
3. significance of peer pressure/imitation					•	•	•	•			•
4. risks of experimentation							•		•	•	•
5. effects of misinformation							•	•	•	•	•
6. ways drug use affects behavior and self-concept						•					•
7. addictive behavior and its effect on the family									•	•	•
8. relationship between addiction and genetic predisposition										•	•
9. symptoms of codependence									•	•	
10. effects of emotional dissatisfaction on drug use					•			•			•
11. effects of drug use on athletic ability and artistic creativity								•	•	•	
C. Laws pertaining to drugs											
1. school laws and policies pertaining to drug use		•	•		•	•		•	•	•	•
2. definition of legal and illegal drugs						•		•			
D. Sources of help for students with drug-related problems											
1. community and national hot lines								•	•	•	•
2. individuals		•	•		•	•	•	•	•	•	
3. professional help								•		•	•
4. community resources	•			•		•	•	•		•	•

BEST COPY AVAILABLE

III. Major Objective: Taking Action

Goal: Development of communication and coping skills that expand knowledge

	PK	K	1	2	3	4	5	6	7	8	HS
A. Knowing oneself											
1. personal strengths		•	•	•		•	•	•	•	•	
2. personal uniqueness	•	•	•		•	•	•	•	•	•	•
3. personal beliefs, values, and feelings	•	•	•	•	•	•	•	•	•	•	•
4. influences on personal lifestyle		•				•	•	•	•	•	•
5. abilities and achievements	•		•	•		•	•		•	•	
6. parents: primary role models for self-esteem, health, and behavior						•			•	•	•
B Relating to others											
1. communication of thoughts, feelings, and opinions	•	•	•	•	•	•	•	•	•	•	•
2. assertiveness and refusal skills	•	•	•	•	•	•	•	•	•	•	
3. what one can/cannot control			•			•			•	•	•
4. ways to cope with family conflict				•	•		•				•
5. ways to cope with peer pressure	•		•	•			•	•	•	•	•
6. importance of rules and laws			•	•	•	•	•	•		•	•
7. participation in family activities	•	•	•	•	•	•	•		•		•
C. Learning to cope											
1. relationship between stress and drug use					•	•	•	•	•	•	•
2. skills for coping with change, success, and failure		•				•	•	•	•	•	•
3. personal abilities and interests		•	•	•		•	•	•			
D. Achieving self-responsibility											
1. effective decision-making skills		•	•	•		•	•	•	•	•	
2. realistic personal goals					•		•	•	•	•	•
3. importance of friends and role models	•	•	•	•		•	•	•	•	•	•
4. strategies for helping others	•	•			•		•	•			•
5. definition of self-responsibility	•	•				•			•	•	•
6. development of effective communication skills			•	•	•	•	•	•	•	•	•
7. development of effective work/study habits											•
8. behaviors and activities that promote self-esteem	•			•			•	•	•	•	•
E. Alternatives to drug use											
1. healthy alternatives	•	•	•	•	•	•	•	•	•	•	•
2. participation in drug-free alternatives		•					•	•	•	•	•

TRAINING

An important aspect of any curriculum implementation effort is training those who will be involved in the effort. In the case of tobacco, alcohol, and other drug use prevention, such training is essential and should be provided for:

- school board members
- administrators (including athletic directors)
- teachers and coaches
- counselors, librarians, and nurses
- cafeteria workers, bus drivers, custodians, and other support staff who have direct contact with students

Training for school personnel should address the following:

- the extent of tobacco, alcohol, and other drug use among students
- harmful effects of drug use, including effects on school performance
- the school district's policy regarding drug use
- the school's role in prevention, intervention, and support
- an overview of the district's drug use prevention program including the education component
- chemical dependency as an illness
- special needs and problems of the student who has a chemically dependent family member
- how to recognize symptoms of drug-related problems
- the district's plan for helping troubled students, and how to refer students for help
- the importance of community support and involvement

Individuals charged with the responsibility for instruction in drug use prevention should receive additional training in the following areas:

- major drugs; their effects on the body; effects on the physical, social, and psychological development of young people; and addictive properties
- factors that make persons high risk for drug use
- history of drug use prevention efforts in Texas schools, contrasting past methods with current approaches
- drug use prevention education as part of comprehensive health education
- explanation of the interdisciplinary approach, stressing the need for coordination
- ideas on how to use the team approach to teach the curriculum
- philosophical framework of *ESR II* (no-use stance as opposed to responsible use)
- organization of the curriculum guide, including the purpose of combining information, skills, and support
- specific instructions on how teachers can use the curriculum guide, including illustrations of techniques such as role playing and methods of teaching decision-making skills

- skills in lesson closure to reinforce the message that illicit drug use is wrong and harmful
- descriptions of a variety of evaluation techniques appropriate for gauging the effectiveness of instruction

RED FLAGS

Over the years, the experience of drug use prevention specialists and research studies have identified some activities and actions that should be avoided when conducting drug use prevention education. These red flags include:

Trivializing drug use prevention.
Drug use prevention must be treated as a valued course of study, not as supplemental subject matter. *ESR II* activities should be integrated into regular lesson plans and included as a part of graded activities.

Using guest speakers who are recovering addicts.
Students should be exposed to successful adults who have not used drugs. Speeches by former addicts and pushers may make a strong antidrug impression on adults, but students often receive totally opposite messages. For example, students may be impressed with the idea that a person can use drugs and still be perceived as a successful, even famous, adult. Recovering users may be invited to assist with the drug prevention effort by working with students who themselves are recovering users. Healthy role models should be involved in the program at every opportunity.

Engaging in teacher self-disclosure.
Personal revelation by teachers or students should not be encouraged as a means of stimulating classroom discussion. Honest dialogue is an important aspect of prevention education, and students should be encouraged to strengthen their thinking skills by considering real-life dilemmas they will face. Asking for personal revelations by students and teachers puts many students in situations for which they are not prepared.

Grouping students according to drug use behavior.
When conducting group activities, randomly select members for each group. Research indicates that students who associate with drug users tend to use drugs. Therefore, allowing students to choose their own groups may inadvertently promote drug use.

Teaching how to use drugs under the guise of informing about drugs.
Discussions of how drugs make people feel may stimulate curiosity and encourage experimentation. Likewise, demonstrating drug paraphernalia serves no prevention purpose.

Sensationalizing the drug epidemic.
Consider your students' ability to handle the information you are presenting. While scare tactics may generate attention, such tactics are not a useful prevention strategy. Young people usually do not internalize sensational messages.

RECOMMENDATIONS FOR USING *ESR II*

When planning the implementation of *ESR II* at the individual teacher's level, the first step is to familiarize yourself with the philosophy pertaining to drug use prevention in the curriculum guide and in district- and campus-level plans.

The recommended procedure for using *ESR II* is as follows:

- Read through the introductory section to gain a broad understanding of Texas' overall effort to address the problem of drug use by students.
- Scan the sample lessons and resources to get an idea of what is included.
- Identify any personal weaknesses in preparation for teaching prevention of drug use and initiate plans to strengthen skills and knowledge in those areas.
- Develop a plan of implementation. In doing so, consult with teachers of all grade levels. Build grade-level files. Such plans will contribute to the continuity of the experiences students have from grade to grade.
- Plan your lessons. Based on the characteristics of your class, the materials available to you, and your personal judgment, select the lessons and activities you will teach.
- Understand that lessons may have one or more activities. Activities take varying amounts of time. All activities on a sample lesson page do not need to be completed in one lesson period.
- Arrange for any additional materials needed to conduct the lessons.
- Teach prevention of drug use as an integral part of your regular class.
- Involve the school librarian in screening and selecting materials.

USING OTHER CURRICULAR MATERIALS

ESR II is not meant to replace but rather to enhance your present drug education efforts. You should ensure, however, that all curricular efforts convey the same message—that drug use is illegal and harmful and must be avoided. Consider the following criteria when planning a drug prevention education program and choosing additional curricular materials:

- Do the materials clearly supplement the existing curriculum? Any new curriculum materials should integrate easily into the overall academic effort of the school rather than be add-on activities that use precious academic time.

- Do the materials begin with early childhood and carry through to high school? Drug use prevention must begin early and be continued through all age levels. Programs that target only one period in a student's life run the obvious risk of missing productive windows of teaching opportunity that occur throughout a student's career.

- Do the materials have a resounding no-use message? A consistent problem of many well-intentioned drug use prevention programs is a subtle message that "responsible use" is a commendable result. It is essential that the only message conveyed by the schools is a no-use message. A curriculum should consistently and clearly emphasize that drug use is illegal and harmful and that the absolute goal of the program is "no use."

- Do the materials fit into the comprehensive health program? Health education and health promotion at the school involve more than health instruction. They involve health services for students as well as the overall healthiness of the school environment.

- Are the materials culturally sensitive? Public schools serve students from diverse cultures. Materials used must take into account the variety of student backgrounds and traditions present in the classroom. (See pages 36-37.)

- Are the materials founded on solid research? Only materials and activities that have been developed with a full understanding of current research related to drug use prevention should be considered.

- Are the materials current, state-of-the-art materials? Careful attention must be given to purging classroom resources and library materials of out-of-date information relating to drugs and drug use.

EVALUATION

Principles of good evaluation are applicable to drug use prevention education just as they are to any academic area. The personnel involved in drug use prevention education must remember that the purpose of all evaluation efforts is to help a program succeed. Evaluation demonstrates success or the need for future revision or expansion of prevention efforts. In essence, the process of evaluation involves asking critical questions about student behavior, about the *ESR II* curriculum, and about the overall drug use prevention effort of the school. Once the questions have been identified, evaluation involves gathering data to address each question. The final step involves changing the program based on the information gathered. The term *evaluation* implies that an informed decision about programming can be made.

Evaluating Student Drug Use

To assess the scope of the drug use problem at their schools, teachers, administrators, and parents should determine the answers to the following questions:

Can students:
- describe the consequences of drug use?
- relate the facts about tobacco, alcohol, and other drugs?
- recognize what happens physically, psychologically, and socially to individuals who use drugs?
- explain that tobacco, alcohol, and other drug use is illegal and harmful?
- identify the effects of peer influence?

Are students:
- taking action to resist the use of these substances?
- developing healthy attitudes?
- resolving to stay drug free?

If students have already become involved with these substances, are they seeking help and turning away from them?

Do students:
- demonstrate positive self-esteem?
- engage in self-responsible behavior?
- have networks of nonusing friends?
- demonstrate negative attitudes toward peer drug use?
- demonstrate negative attitudes toward use of tobacco, alcohol, and other drugs?
- abstain from using tobacco, alcohol, and other drugs?

To know the answers to these and other questions, schools must gather data through pretests. Change in student behavior and attitudes can be measured through post tests. Data can also be collected through regular class evaluation.

Evaluating *ESR II*

Evaluation of *ESR II* is critical. Fundamental questions are as follows:

- Is there an overall plan and coordinated effort for instruction in drug use prevention? Is *ESR II* being implemented as proposed?

- Are teachers:
  - using the lessons provided?
  - integrating the lessons into their subject matter as designed?
  - creating their own drug use prevention lessons?
  - knowledgeable enough to implement the lessons as designed?

- Is adequate and practical staff training being conducted?

- Do training sessions:
  - reach the entire staff?
  - present adequate information and skills to enhance a teacher's ability to implement the *ESR II* lessons? Is the information adequate and are the instructors qualified?
  - anticipate problems that might arise in actual classroom use?

Evaluating the Comprehensive Drug Use Prevention Effort

The U.S. Department of Education's Regional Centers for Drug-Free Schools and Communities recommend the indicators listed below for evaluating the impact of schoolwide prevention programs.

To what extent does the student body participate in alternative activities to tobacco, alcohol, and other drug use such as:
- prevention and intervention programs?
- peer leadership programs?
- volunteerism?
- drug-free activities, events, and parties (e.g., Project Graduation)?
- teen clubs?
- peer assistance?

To what extent does the student body exhibit positive changes in education/schooling behaviors such as:
- academic achievement?
- high school graduation rates?
- participation in sports and extracurricular activities at school?
- school attendance?
- willingness to serve as peer tutors?

What changes can be documented in youth-related statistics such as:
- admissions for detoxification?
- alcohol/drug referrals?
- alcohol/drug-related hospital admissions?
- arrests?
- deaths among children and youth?
- DUI/DWI?
- liquor law violations?
- suicides and attempted suicides?
- traffic fatalities?
- use of tobacco, alcohol, and other drugs?

What changes can be documented in school-related statistics such as:
- alcohol/drug related disciplinary referrals?
- dropouts?
- expulsions?

- suspensions?
- tardiness?
- truancy/school absenteeism?
- vandalism?

These evaluation indicators are for the school as a whole. Each component of the drug use prevention program should be evaluated separately. No one component, including the curriculum, can be held solely accountable for the success or failure of a schoolwide drug use prevention effort.

When a school initiates an aggressive drug use prevention program, some changes such as an increase in referrals and admissions may be perceived as negative. Such changes, however, may indicate the program's success. Statistical data must be interpreted carefully in program evaluation.

Modifying *ESR II* for Special Populations

Drug use is a social problem crossing all lines of race, socioeconomic status, sex, education levels, learning levels, academic abilities, and maturation levels. All students who are capable of learning and understanding must be taught the facts and skills necessary to avoid the use of tobacco, alcohol, and other drugs. Teachers should teach and students should master these concepts and related objectives in the same way that they teach and master other more conventional concepts and objectives.

Special populations include students with handicaps, students who are having academic difficulty, students who are bilingual, students who possess limited English proficiency, students from migrant families, and students who are gifted and talented. What these students have in common, despite their differences, is a need for alternative approaches to instruction in the classroom. For one reason or another, regular classroom teaching strategies are generally inadequate for them.

A major goal of any education program is to provide all students with opportunities to advance to the full extent of their abilities. The state-mandated curriculum now ensures a well-balanced single curriculum of instruction for all students regardless of special need or condition. Instruction for students with special needs includes the same essential elements as instruction given to general education students.

Special program personnel and regular instructional personnel are jointly responsible for the cooperative delivery of effective instruction. In school district programs for students identified as having special needs, these educators modify the method of instruction, pacing, and materials as necessary to provide these students the opportunity of learning the essential elements.

SPECIAL EDUCATION

Handicapped students may be at greater risk of pressure to use drugs than other students since they may be vulnerable to exploitation, may have low self-esteem, or may feel a strong need for acceptance. Since special education students do not always understand the risks posed by peer pressure, high-risk environments, and exploitation by pushers, educators must provide careful instruction in sound prevention methods.

Handicapped students may be able to fulfill the same curriculum requirements as their nonhandicapped peers. However, they may require modified content, testing methods, instructional methods, materials, pacing, and other attention regarding tobacco, alcohol, and other drug prevention education.

Teaching drug use prevention to mainstreamed special education students can be particularly challenging. These students may have significant gaps in drug prevention knowledge if they have not had classes such as health, physical education, and science in which essential elements of

an integrated prevention curriculum are taught. Class schedules of special education students should be monitored to assure that these students are receiving adequate prevention education. This issue should also be addressed in each student's Individual Education Plan (IEP).

Educators should be sensitive to the needs of handicapped students who rely on medicines and life support mechanisms. These students must not be made to feel that something is wrong with them because of their dependence on the medications or machines. Likewise, they must not be led to feel that their condition may be a product of, or affected by, their parents' use of harmful drugs.

Teachers should modify methods of presenting *ESR II* materials when necessary. Rather than teaching activities that require reading skills, the teacher can select activities that make use of posters, charts, drawings, and flannelboard designs. Instruction can be delivered to hearing impaired students through sign language and to the severely visually handicapped through Braille. If students have handicaps that impair judgment, a direct instructional approach may be best.

Complex lessons with special vocabulary and complicated language patterns or difficult illustrations should be avoided. Other possible modifications include the following:

- supply supportive instruction and reinforcement while using the same materials as for nonhandicapped students
- provide special instructional materials or media to reinforce concepts presented in nonhandicapped classes
- furnish adaptive methods to assess a student's knowledge of the subject area or essential elements in the standard courses
- summarize key points before starting an assignment
- match the content and delivery with the developmental level of the learner
- give instructions through several channels such as written and oral demonstration
- repeat instructions; provide more detailed directions
- change the pace of presentation
- ask leading questions as work progresses
- use progress charts and informal individual feedback interviews
- assign oral presentations, reports, and projects
- allow more time for assignments
- establish a buddy system within the classroom to provide assistance
- use peer tutors to assist handicapped students
- use group assignments
- use tape-recorded material so that students can listen and follow along in the written text; record instructions and assignments

COMPENSATORY EDUCATION

Compensatory instruction is targeted for students who are having academic difficulty in English language arts, mathematics, science, and/or social studies. Other students who may require remedial or compensatory instruction include migrant students, students whose primary language is not English, and prekindergarten or kindergarten children who have been identified as having developmental needs.

Compensatory instruction should extend and reinforce the regular program of instruction. Drug use prevention instruction for students in this category should be:

- based on each student's functional instructional level
- modified as necessary to accommodate methodologies, pacing, and materials
- designed to include the essential elements

Some students in this category may need assistance with a single concept or skill, while others may be functioning significantly below the age or grade level of their peers and therefore require more attention. Modifications of learning styles and materials should be initiated as needed. Teachers of students with special needs should:

- identify specific skill needs to ensure that instruction is directed toward specific skill and concept deficits
- identify specific learning modalities and styles
- identify alternate instructional strategies
- compare appropriateness of the material and activities with the student's reading and maturity level

All instruction and activities should repeatedly emphasize that alcohol and drug use is illegal and harmful. Instruction should help students understand the consequences of drug use, learn the facts about drug use, and take action to avoid tobacco, alcohol, and other drug use.

Special remedial and compensatory alternatives are available such as tutorials, special teachers to provide additional time on task, reading improvement courses, locally developed study skills courses, coaching, summer school, and counseling. The regular teacher and any other teacher who provides remedial or compensatory instruction in addition to regular classroom instruction should plan and coordinate instructional activities using a team approach. Instructional personnel should have training in teaching tobacco, alcohol, and other drug use prevention. Teachers should ensure that no gaps occur in students' instruction in drug use prevention.

Regular instructional personnel and special personnel involved in the compensatory education program should work together to apply the same principles in the drug use prevention instruction as in other teaching. To be effective, the educators will:

- determine each student's instructional level and identify specific skill needs
- jointly design and implement lesson plans

- adapt or modify instruction based on continuous assessment of student progress
- use small-group instruction for students with the same skill needs
- limit independent activities to shorter periods of time
- ensure close monitoring of practice activities to prevent repetition of misunderstandings
- use concrete activities to teach skills and concepts
- use cross-age tutors, adult tutors, and peer tutors for one-on-one reinforcement
- arrange for adult coaches who can serve as mentors

BILINGUAL EDUCATION

To ensure that the goals of *ESR II* are met for limited English proficient (LEP) students, administrators and teachers must design a program equivalent to that provided for native speakers. LEP students must have the opportunity to learn and use materials that develop expanded meanings of language, build vocabulary, and teach word recognition and comprehension techniques. In addition, LEP students must be informed about school policies on alcohol and drug use and taught that the use of these substances is illegal and harmful. To prevent feelings of isolation and low self-esteem that may result from a lack of proficiency in English, they also should be given frequent opportunities to participate in drug use prevention activities provided at the school and in the community. Positive attitudes in these activities can lead the students to experience success and consequently improve their self-esteem.

Bilingual- or English as a Second Language (ESL)-certified instructors can team with personnel on emergency teaching permits to develop supplementary programs for LEP students. Parent volunteers and paraprofessionals can work with regular instructional personnel cooperatively to deliver the needed programs.

While modification of the instructional program involves changing the language in which the content is conveyed, the scope of the curriculum should remain the same. In an ESL program, the sequence in which the essential elements are presented can be modified to accommodate students' progress in acquiring English language skills. Emphasis on oral and visual stimuli aids students in grasping the concepts that English-speaking students develop by writing.

More specifically, the teacher can help students build card files and glossaries on needed drug education vocabulary, present the same information through a variety of different charts and visuals, encourage students to underline key words or important facts in their written assignments, and encourage categorizing of drug education words and information into meaningful groups. Teachers can also pair students for team learning.

In an ESL program, pacing modifications should be based on vocabulary concept development while in a bilingual program, dual language instruction enables teachers to use a process approach to the content area. In addition, teachers can explain special vocabulary terms in the students' native language; write instructions using short, simple sentences; limit the number of problems that must be worked; record activities for independent listening assignments; de-emphasize speed; and emphasize accuracy of work. Teachers can also ask open-ended questions to allow students practice in thinking and speaking. Homework assignments should include tasks that require a short reading time. Teachers should recognize that the students' parents may not speak English and that families may have few materials at home to support learning activities.

Materials, whether state-adopted textbooks in Spanish, teacher-made lessons, or district-developed aids to instruction, should be modified to meet the students' academic needs. The teacher can provide pictures to illustrate new words, offer a variety of reference materials at the students' instructional levels for independent work, use a variety of activities from lower grade levels such as games to be played by pairs of students or small groups, and maintain a library of supplementary books and workbooks written in simple English that offer additional illustrations for problems. Teachers can also use diagrams and drawings as aids to identifying concepts and seeing relationships; they can support reading by providing films, records, filmstrips, and other materials that may be used independently or in small groups.

MIGRANT STUDENTS

Effectively teaching drug use prevention to migrant students is a challenge to many districts and individual schools. Thorough, careful analysis and diagnosis are needed to determine the exact nature of these students' needs. Districts must determine whether migrant needs are due to lack of experience, lack of time on task, or need for remediation. An accurate assessment is essential in order to adapt the content of the curriculum, methods of instruction, and the direction of the drug use prevention program to meet migrant students' needs.

Migrant students are often limited in English proficiency, require compensatory and remedial assistance, or need enrichment activities to be challenged adequately. Teachers also should be aware of other unique needs of migrant students. These students sometimes attend school part-time, from six to seven months, or they may attend school for the full year. In either situation, gaps in their education are usually apparent. An assessment of their knowledge and understanding of tobacco, alcohol, and other drug use prevention skills is essential before beginning the drug use prevention program.

Teachers can extract vital educational information concerning individual migrant students from the Migrant Student Record Transfer System (MSRTS). The MSRTS reports credits earned in courses and partial work

completed. If migrant counselors are available, they can assist teachers in planning instructional programs for migrant students. Continuity of instruction and provision of intensive remediation are two important ways in which teachers can provide an opportunity for migrant students to learn the essential elements. School districts can share information by using a checklist indicating which essential elements have been taught, which need to be reinforced, and which require further instruction.

Care must be taken by teachers and administrators to provide adequate information regarding the school's substance abuse policies to migrant students and their parents even if they arrive at the school after a semester has begun.

The following list suggests ways that teachers can modify *ESR II* for migrant students:

- Assess the students' instructional levels through informal testing.
- Select and highlight the most important activities that help explain and give vocabulary to the essential elements.
- Prepare brief outlines of units to be studied and highlight important topics related to tobacco, alcohol, and other drug use prevention.
- For elementary students, build independent units that can be rearranged as needed to cover areas that the students have not been taught.
- Establish a buddy system for recording and reporting data and for completing assignments.
- Provide migrant students with oral tests and/or tape-recorded lessons when appropriate.
- Use a group language experience approach for oral language development.
- Allow the students to bring their own culture into the classroom by incorporating it into the content of the course.
- Capitalize on students' experiences of travel, work, and different family structure.
- Provide mentors for gifted migrant students who show ability and interest in a certain field, especially in tobacco, alcohol, or other drug use prevention.
- Assign homework and course projects that are relevant to the migrant student.
- Allow opportunities for independent work that can be completed through prepared independent units of study.
- Use tutors to supplement instruction; keep student/teacher, aide, or peer ratio low.
- Establish extra classes in the evening, on weekends, and during the summer.
- Provide computer-assisted instruction for remedial and enrichment purposes.
- Assess facets of the students' migrant experience that can help them rapidly grasp and master certain essential elements.

- Modify textbook and other reading passages to an appropriate reading level.
- Make use of high-interest, low-reading level materials.

Educators may also use suggestions from the Compensatory Education, Bilingual Education, and Gifted and Talented Education sections of this curriculum guide to plan an effective instructional program for migrant students.

GIFTED/TALENTED STUDENTS

An understanding of the needs and characteristics of gifted/talented students is the first step in adapting the *ESR II* curriculum guide for these students. Programs for gifted students modify or differentiate the curriculum used in the standard classroom, regardless of content area. This does not imply that the curriculum is different, but rather that it accelerates, expands, or enriches the regular curriculum to suit the needs of the gifted learner. This is in keeping with Title 19, Chapter 75 of the Texas Administrative Code, which suggests that districts use these techniques when modifying the curriculum for gifted students.

Differentiation of the curriculum takes place in three areas. A differentiated curriculum contains in-depth content studies, which are joined with sophisticated process skill development, to result in sophisticated product development.

Any drug use prevention education program for gifted students must be based on the drug education curriculum for all students, because all students face the same risk when it comes to drug use. Gifted/talented students are sometimes treated as if their intellectual and creative abilities negate the need for basic prevention education and normal monitoring. This is not true. Because many gifted/talented students are served in pull-out programs or in special resource rooms, administrators and teachers must plan carefully to ensure that gaps in mastery of basic skills do not occur.

Differentiation of the drug use prevention curriculum can be effective in every subject or course area and at all grade levels. Gifted students should first be involved at the knowledge level. Facts regarding the negative effects of tobacco, alcohol, and other drugs and skills to avoid their use can be taught through direct instruction and through films, books, pamphlets, periodicals, and resource individuals. At the appropriate time, administrators and teachers can accelerate, expand, and enrich the program by including activities that encourage students to:

- apply critical thinking and analysis skills to writing questions related to tobacco, alcohol, and other drug prevention for a unit of study using Bloom's taxonomy
- sharpen creative thinking and communication skills by creating plays, poems, ads, slogans, posters, stories, and books for prevention strategies and activities

- apply knowledge regarding the prevention of tobacco, alcohol, and other drug use by preparing brainteasers and puzzles to be used in a puzzle book for other students
- plan and present an assembly about drug use prevention using songs, skits, poems, and choral readings they have developed
- increase research skills by having students choose a topic related to drug use, state a thesis, conduct research, and then present findings in the form of a creative display or product
- develop leadership skills by planning and conducting an antidrug campaign in the school or by organizing a drug use prevention club
- develop an independent study project focusing on a topic related to tobacco, alcohol, or other drug use prevention

Other modified or differentiated activities for gifted students can include:
- designing and setting up a learning center related to drug use prevention
- planning, scheduling, and providing follow-up activities for an in-class presentation by a local legislator, law enforcement officer, or an expert in drug use prevention
- writing a new legislative bill related to drug use prevention
- publishing a school newsletter for tobacco, alcohol, and other drug use prevention
- planning for and conducting a school survey about drug use prevention and presenting the findings to the school
- conducting research on the impact of drug use on the penal system

Gifted students can be encouraged to practice commitment to and responsibility for community involvement by:
- serving on a community task force for drug use prevention
- giving presentations on drug use prevention to churches, service organizations, parent groups, and meetings of business groups

MULTICULTURAL SENSITIVITY

Multicultural education helps prepare young people to be productive and sensitive citizens of a multicultural nation. Without a doubt, Texans live in a multicultural society. From school to work to play, Texans constantly deal with multicultural attitudes, beliefs, and interests. Therefore, all educators in the state, and particularly those in drug education, need to be sensitive to the precepts of multicultural education.

Through formal and informal multicultural approaches, drug educators can develop and promote the kind of multicultural sensitivity that needs to become an integral part of every teacher's skills and repertoire. State Board of Education rules provide a basis for such approaches. Title 19, Part II of the Texas Administrative Code of Statutory Citations, Chapter 97, Subchapter B, Principal V (97-25), Standard 3 states, "The district's curriculum is adapted appropriately to meet the needs of all students, including those in special education and special populations."

In addition to rules that point toward multicultural education and sensitivity, an important humane consideration is obvious. We can better reach students when we teach the whole child. To teach the whole child, we need to understand, accept, and incorporate cultural differences into the classroom setting. For example, we need to understand that when Asian immigrant students are addressed by the teacher, they lower their eyes out of respect, not disrespect. Hispanics often prefer group work and consensus to individual performance. Black children from the traditional rural South often prefer oral tradition and group decision making as opposed to other styles of learning. Insight about these and numerous other cultural differences can help a teacher accept the challenge and responsibility to be a caring, professional educator.

Students of many cultures scattered throughout Texas in large urban school districts and smaller rural schools will respond well to teaching techniques that give consideration to the differences of students' backgrounds and experiences. This approach is especially appropriate in drug education, since teaching responsibility works best when the student's background and experiences are recognized and utilized.

Inservice and training are useful in increasing teacher awareness and sensitivity, but simply being cognizant of one's classroom and school environment can do a great deal to promote understanding of multicultural issues.

The following are a few specific strategies and suggestions that encourage multicultural sensitivity:*

- Realize that students are influenced greatly by personal relationships and praise or disapproval.
- Teach to oral language strengths in both speaking and listening.
- Utilize many students' desire to work cooperatively.
- Provide whole group and tutorial instruction.
- Be a willing learner, a student of their culture.
- Show that you respect students and their culture.
- Form individual relationships with students. Learn to spell and pronounce their names correctly.
- Realize that once you have been accepted, you will become an active role model.
- Do everything possible to enhance self-concept.
- Expect your students to succeed; believe they are capable of achievement.
- Do not think of multicultural education as remedial or compensatory.
- Do not make learning competitive.
- Evaluate holistically in terms of individual growth.

* These and other strategies are listed in "Toward a Rationale for a Supervisory Model of Instruction in Multi-Cultural Student Populations or Sweathogs Won't Bite" by Catherine A. Baker. (ERIC Document No. 246005)

Risk Factors for Adolescent Drug Use

Risk factors for adolescent drug use have been compiled by Drs. J. David Hawkins and Richard F. Catalano who identified the factors after extensive review of research findings related to adolescent drug use. The excerpt on pages 39-44 is from their work with the University of Washington Social Development Research Group, School of Social Work, and is reprinted with permission.

Just as medical researchers have found risk factors for heart attacks such as a diet high in fats, lack of exercise, and smoking, our research has defined a set of risk factors for teenage drug abuse. These risk factors should be interpreted like risk factors for any other disease. We know that the more risk factors for heart disease present, the greater the likelihood a person will suffer a heart attack. This is true with risk factors for adolescent drug abuse as well. The more risk factors present, the greater the chances that a young person will develop a drug problem.

The broad cultural, economic, and social context in which children develop affects their risk for drug use.

What are the risk factors for teenage drug abuse?

1. **Economic and Social Deprivation**

   Children from families who experience social isolation, extreme poverty, and poor living conditions are at elevated risk of chronic drug abuse.

2. **Low Neighborhood Attachment and Community Disorganization**

   Neighborhoods with a high population density, high rates of crime, and lack of natural surveillance of public places have high rates of juvenile delinquency as well. Research has also found that attachment to neighborhood is a factor in inhibiting crime.

   Studies have shown that neighborhood disorganization is a factor in the breakdown of the ability of traditional social units, such as families, to provide pro-social values to youth. When this occurs there is an increase in delinquency and recidivism in these communities.

   It is likely disorganized communities have less ability to limit drug use among adolescents as well.

3. **Transitions and Mobility**

   Transitions, such as those between elementary and middle or junior high school, and residential moves, are associated with increased rates of antisocial adolescent behavior, including rates of drug initiation and frequency of use.

4. **Community Laws and Norms Favorable Toward Drug Use**

Communities with laws favorable to drug use, such as low drinking ages and low taxes on alcohol, have higher rates of alcohol-related traffic fatalities and deaths due to cirrhosis of the liver. The availability of alcohol and illegal drugs is associated with use. Research has shown that greater drug availability in schools increases the use of drugs beyond other risk characteristics of individuals. Community attitudes favorable toward teenage drug use increase the risk of drug abuse. Individual and social factors in the immediate environment also influence risk for drug abuse.

5. **Family History of Alcoholism**

When children are born to or raised by an alcoholic parent, their risk of abusing drugs is increased. For boys, this increased risk is a result of both genetic and environmental factors. Sons of alcoholic fathers are up to four times more likely to abuse alcohol than boys without an alcoholic father, even if not raised by that father. For both boys and girls, alcoholic parents provide a powerful role model for drinking that influences children's behavior.

6. **Family Management Problems**

Poor family management practices increase the risk that children will abuse drugs. Research has shown that in families where expectations are unclear or inconsistent, where there is poor monitoring of children's whereabouts and behavior, where children are seldom praised for doing well, and where punishment is inconsistent or excessive, there is greater risk that children will develop drug abuse problems.

Children who grow up in homes where rules are not clearly stated and enforced have difficulty knowing what is expected of them. If they are not consistently recognized for their positive efforts and for doing well, then children fail to learn that their good behavior makes a difference. Similarly, if they are not consistently and appropriately disciplined for breaking family rules, then they don't experience the security of knowing right from wrong and are less likely to develop their own good judgment.

Bonding to families and attachment to parents have been shown to be negatively related to drug use. In order to make good decisions about their behavior, children need clear guidelines for acceptable and unacceptable behavior from their family. They need to be taught basic skills, and they need to be provided with consistent support and recognition for acceptable behaviors as well as consistent

but appropriate punishment for unacceptable behaviors. They also need to know that their parents care enough to monitor their behavior so that rewards and consequences are applied fairly.

7. Early Antisocial Behavior

A relationship has been found between male aggressiveness in kindergarten through second grade and delinquency and teenage drug abuse. The risk is especially significant when this aggressiveness is coupled with shyness and withdrawal. About 40% of boys with serious aggressive behavior problems in early elementary grades will develop delinquency and drug problems as teenagers.

8. Parental Drug Use and Positive Attitudes Toward Use

If family members use illegal drugs around children, if there is heavy recreational drinking in the home, or if adults in the family involve their children in their drinking or other drug use, such as asking a child to get a beer or light a cigarette, the children have an increased risk of developing problems with alcohol and other drugs.

Parents' attitudes about teenagers' use of alcohol seem to influence their children's use of other drugs as well. A survey of ninth grade children in King County [Washington] showed that those children whose parents approved of teenage drinking under parental supervision were more likely to have used marijuana and to be using marijuana in ninth grade, than were children of parents who disapproved of supervised teenage drinking at home. Parental approval of children's moderate drinking, even under parental supervision, appeared to increase the risk of children's use of marijuana.

9. Academic Failure

Children who do poorly in school beginning in approximately the fourth grade have an increased risk of abusing drugs. Children who fail in school for whatever reason—boredom, lack of ability, a mismatch with a poorly skilled teacher—are more likely to experiment early with drugs and to become regular users of drugs in adolescence.

10. Little Commitment to School

Children who are not bonded to school for whatever reason are more likely to engage in drug use. The annual surveys of high school seniors by Johnston, Bachman and O'Malley show that the use of strong drugs like cocaine, stimulants, and hallucinogens remains significantly lower among high school students who expect to go to college. Drug users are more likely to be absent from school, to cut

classes, and to perform poorly than nonusers. Factors such as how much students like school, time spent on homework, and perception of the relevance of coursework are also related to levels of drug use.

11. Alienation, Rebelliousness, Lack of Social Bonding

In middle or junior high school, those students who rebel against authority, particularly their parents and school officials, and who do not attend church tend to be at higher risk for drug abuse than those who are bonded to the primary social groups of family, school, church, and community.

12. Antisocial Behavior in Early Adolescence

This risk factor includes a wide variety of antisocial behaviors including school misbehavior and a low sense of social responsibility. Fighting, skipping school, and general aggressiveness have been shown to be related to drug abuse.

13. Friends Who Use Drugs

Association with drug-using friends during adolescence is among the strongest predictors of adolescent drug use. The evidence is clear that initiation into drug use happens most frequently through the influence of close friends rather than from drug offers from strangers. This means that even children who grow up without other risk factors but who associate with children who use drugs are at an increased risk for drug use and developing problems with drugs. This risk factor underscores the power of peer influence on teenagers.

14. Favorable Attitudes Toward Drug Use

Children in late elementary school often have very strong negative feelings against drugs. Yet by the time these children enter junior high school, they may begin associating with peers who use drugs, and their attitude can quickly change. This shift in attitude often comes just before children begin to experiment with alcohol or other drugs.

Research has shown that initiation into the use of substances is preceded by values to substance use.

15. Early First Use

Early onset of drug use predicts subsequent misuse of drugs. The earlier the onset of any drug use, the greater involvement in other drug use, the greater the frequency of use and the probability of involvement in deviant activities such as crime and selling drugs. Children who begin to use drugs before age 15 are twice as likely to develop

problems with drugs than are children who wait until they are older. Waiting until age 19 to try alcohol or other drugs dramatically decreases the risk of drug problems.

A Strategy for Prevention

Knowing these risk factors can help us to prevent drug abuse before it occurs. By addressing factors associated with higher risk and increasing factors associated with lower risk, we can decrease the chances that our children will develop problems with drugs.

The risk factors for drug abuse are addressed in the Social Development Model. This model provides a strategy for drug abuse prevention. Research on risk factors has demonstrated that when children are bonded to parents, school, nondrug-using peers, and their community, they are less likely to do things that threaten this bond, such as use drugs. The Social Development Model provides communities with a strategy to help youths develop strong bonds to their parents, schools, nondrug-using friends and communities.

According to the model, three conditions are necessary for this bonding to occur: opportunities, skills, and rewards or recognition. Community prevention strategies should include opportunities for youths of all ages to contribute. It is important that these opportunities are developmentally appropriate and help youths feel they are making significant contributions. Youths must be taught skills to successfully participate in the opportunities provided. Finally, youths must be rewarded or recognized for appropriate behavior and constructively corrected to get back on track when their behavior is unacceptable.

When these conditions are met, youths are more likely to develop strong bonds to their families, schools, positive friends, and communities.

Another important risk factor addressed in the model is favorable community attitudes toward drug use. This factor recognizes the widespread acceptance of alcohol and other drug use in our society.

When communities communicate that alcohol or other drug use by teens is acceptable, or fail to inhibit a pro-drug attitude among youth, the youths of that community are at a higher risk of developing problems with drug use.

With knowledge of the risk factors for teenage drug use and a strategy for addressing them, communities can plan and implement effective prevention programs. Each community should assess how it is addressing the risk factors for drug abuse.

Further, each community should seek to identify ways in which to increase opportunities for involvement by youth, skills for successful involvement, and a process for recognition of positive behaviors by community youths as well as a plan for ensuring that the community's schools, families, law enforcement officials, and other important social institutions communicate clear positions against the use of alcohol and other drugs by children and teenagers of the community.

HIGH-RISK CHARACTERISTICS

An examination of the criteria for identifying at-risk students reveals significant similarities between those at risk of dropping out of school and those at risk for drug use.

The Drop Out Reduction Act established by HB 1010	The Drug-Free Schools and Communities Act of 1986, PL 101-226, as amended in November 1989
Legislative Authority: The 71st Texas Legislature	Legislative Authority: The U.S. Congress
The criteria for identifying students at risk for dropping out of high school include: • has failed to be promoted • is two or more years below grade level • has failed at least two courses • has failed the statewide assessment • has experienced negative environmental factors, familial factors, economic factors, social factors, developmental factors, and/or psychosocial factors • has been adjudged delinquent • **uses drugs or alcohol** • demonstrates limited English proficiency • receives compensatory or remedial instruction • has been sexually, physically, or psychologically abused • has become pregnant • is a slow learner • enrolls late in the school year • stops attending school before the end of the school year • is an underachiever • appears unmotivated • exhibits other characteristics that indicate the student is at risk of dropping out	The criteria for identifying students at risk for drug use include: • **is a school dropout** • has experienced repeated failure in school • has become pregnant • is economically disadvantaged • is the child of a drug or alcohol abuser • is a victim of physical, sexual, or psychological abuse • has committed a violent or delinquent act • has experienced mental health problems • has attempted suicide • has experienced long-term physical pain due to injury • is a juvenile in a detention facility within the state

Suggestions for Discussion Groups and Speakers

Two methods that are frequently used in teaching drug use prevention are group discussions and guest speakers. To ensure the success of either of these, some preparation should be made prior to implementation.

DISCUSSION GROUPS

Successful group discussions, at the very least, are somewhat structured according to rules that can be reduced to simple courtesy. Through the group discussion process, students learn social skills and develop appreciation for differing viewpoints. Some guidelines to ensure productive group discussions are as follows:

- Listen to each other.
- Participate.
- Do not interrupt.
- Build on what other people say.
- Be relevant (stick to the point).
- Avoid "putting down" what others say.
- Give every group member an opportunity to speak.

SPEAKERS

The same thought and preparation that promote successful group discussions should be given to extending an invitation to a guest speaker. A few precautions taken beforehand can ensure a positive and pleasant experience for everyone involved.

Before inviting a speaker, the teacher should fully understand the school's and the district's philosophy and policies governing drug use prevention. Subsequently, the teacher should apprise the speaker of these when briefing him or her prior to the school visit. The briefing should include an explanation of the district's "no use" stance as well as providing objectives for the visit, characteristics of the students, and information on the way the topic has been treated thus far in the course of study. Such information given prior to the visit helps to eliminate the possibility of misunderstanding and clears the way for students to have an opportunity to receive reliable first-hand information about the subject under study.

Sample Lessons for the Prevention of Drug Use: A Note to the Teacher

The sample lessons on pages 53-216 are intended to demonstrate various ways in which teachers in Grades 9-12 can address the pervasive problem of drug use in seven subject areas: fine arts, health, language arts, mathematics, science, social studies, and vocational education. The lessons are examples of the kinds of creative and imaginative planning that are trademarks of successful classroom teachers. The objective is to encourage teachers to use the sample lessons as springboards for exploring opportunities to extend traditional lessons to include drug use prevention in the regular curriculum.

In the early grades, the emphasis of drug use prevention education is on health care practices, safety, personal responsibility, and awareness of others. In Grades 4-6, the focus broadens to include healthy social attitudes; respect for self, others, and the law; medical hazards of legal/illegal drug use; and recognizing external influences. In Grades 6-8, these objectives are reinforced and information concerning addiction and genetic predisposition is introduced. At the high school level, all of the previous objectives are reinforced, but the emphasis is on helping young people become healthy, productive family and community members through the continued development of positive life skills and self-responsibility.

Goal six of The National Education Goals for the year 2000 states that "every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning." The success of goals one-five rests upon goal six. Most of the work of "creating and sustaining healthy communities" can only be achieved by those who live in them—students, parents, and other caring adults—and by community organizations and associations. Our task as educators must be not only to nurture children and provide guidance, but also to prepare them to assume the roles of responsible adults.

Education
for
Self-Responsibility II:

PREVENTION OF DRUG USE

Suggested Lessons

GRADE HS

WE'RE PUSHING FOR
A DRUG-FREE STATE
TEXAS EDUCATION AGENCY

ESR II

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HS

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

II.B-2. Recognize the consequences of the media's presentation of tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Identify social and psychological pressures and enticements used in tobacco, alcohol, and other drug advertising.

ACTIVITIES & STRATEGIES

The advertising industry's influence on society grows each year as billions of dollars are spent on promoting alcohol and tobacco products. Discuss the influence of the media on the use of tobacco, alcohol products, and other drugs.

Assign students to work in groups to make collages using magazine ads to distinguish and to illustrate the differences between fact and fiction in advertisements for alcohol, tobacco, and other drugs.

Have students personalize the collages by identifying and including the types of ads that appeal to their senses. Let them display their collages and make oral presentations in which they suggest ways of avoiding enticement in advertisements.

Have students identify the types of ads that appeal to certain types of people (based on income, sex, and age). Also, make students aware of how advertisers present certain types of products in specific magazines based on the kinds of persons who read the publications. Ask them to identify the types of magazines read in their apartments/neighborhoods/ town. Suggest that students ask store managers for data on what magazines sell best. Discuss reasons why ad companies modify material for particular audiences.

RESOURCES & MATERIALS

ESSENTIAL ELEMENT

Art. Inventive and imaginative expression through art materials and tools. The student shall be provided opportunities to design, develop, and create original artworks.

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

II.B-2. Recognize the consequences of the media's presentation of tobacco, alcohol, and other drug use.

II.B-3. Identify the significance of peer pressure and/or role modeling and imitation.

ASSESSMENT CRITERION

Identify social and psychological pressures and enticements used in tobacco, alcohol, and other drug advertising.

ACTIVITIES & STRATEGIES

Have students critique different works of art and advertising relating to drug use.

Tell students to watch old TV shows and take notes on differences in drinking and smoking. Was smoking and drinking formerly depicted more or less often than on current TV shows. Ask students why they think this change has come about.

Have students redesign advertisements or other forms of media to present an honest image of drug use.

Instruct each student to bring an ad to class and give a "true confession" of the model/models in the ad. For example, a student might explain how the models wouldn't use such products because of the damage to their skin (from alcohol or smoking) and to their looks (weight gain from alcohol consumption).

Have students predict the next generation's response to ad campaigns. Will they question how anyone could have believed today's ads? Or will many be gullible and fall for advertising pitches?

RESOURCES & MATERIALS

ESSENTIAL ELEMENT

Art. Inventive and imaginative expression through art materials and tools. The student shall be provided opportunities to design, develop, and create original artworks.

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

II.B-2. Recognize the consequences of the media's presentation of tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Demonstrate innovative ways to counteract the media's usual presentation of tobacco, alcohol, and other drug use.

ACTIVITIES & STRATEGIES

Discuss how advertising has changed in the past 5-10 years. Have students make photocopies of ads from old magazines and examine the different styles and messages.

Have students videotape ads for over-the-counter medicines. Then let students compare the ads and identify the age groups targeted. Hold a round-table discussion on the misuse of over-the counter drugs.

Have students photograph billboard ads for drugs and alcohol in their neighborhoods/town.

Instruct students to keep one-day diaries of the ads they see and hear on TV, on billboards, on the radio, and in publications. Then have them work in pairs to write short skits presenting their opinions of the ads they viewed.

Have students draw cartoons promoting a drug-free lifestyle for the editorial page of the school newspaper. Point out how students can express their opinions through art.

RESOURCES & MATERIALS

Old periodicals

Video camera, VCR

Cameras

ESSENTIAL ELEMENT

Art. Inventive and imaginative expression through art materials and tools. The student shall be provided opportunities to design, develop, and create original artworks.

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S

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

II.B-2. Recognize the consequences of the media's presentation of tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Identify social and psychological pressures and enticements used in tobacco, alcohol, and other drug advertising.

ACTIVITIES & STRATEGIES

Discuss the contradictions in our society caused by acceptance of drug use and the promotion of healthy attitudes.

Divide the class into three or four groups. Have a student from each group write to major art museums (New York, Boston, Ft. Worth, Dallas, Houston) for catalogues. Have students create advertisements promoting a drug-free lifestyle using the works of art in the museum catalogues. Ads can be serious or they can parody the art works.

Have students write local television and radio stations, asking for guidelines on advertising alcohol and tobacco products.

Have students bring ads, such as those for athletic shoes, healthy diets, and other products and practices that promote health. Discuss these promotions with students. How is the art work in the ads used to make the messages clear?

Have students design a media campaign promoting health. Include television ads, billboards, and magazine ads and articles.

Have students decide which antidrug promotions are effective and which are not. Have them create examples that they think would be effective.

RESOURCES & MATERIALS

ESSENTIAL ELEMENT

Art. Aesthetic growth through visual discrimination and judgment. The student shall be provided opportunities to evaluate artwork.

Fine Arts High School

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.D-3. Relate the importance of friends and role models.

ASSESSMENT CRITERION

Evaluate the influence (both positive and negative) that role models have on an individual's behavior.

ACTIVITIES & STRATEGIES

Discuss leadership and responsibility. Ask students the following questions:

- How is each person important to a band/orchestra/chorus?
- What is expected from a good leader?
- What is the importance of setting a good example?
- How can a student show pride in his or her organization?
- How do students feel about others not living up to their expectations of the group?

Discuss how role models can affect our lives positively. Point out that a role model can be any person whom someone decides to imitate.

Have students make a list of traits that describe a good class/group member. Have students devise an organizational chart for the group, including, for example, musical talent, organizational skills, leadership, and responsibility.

Have them list one positive aspect of each member in the class/group. Place each member's name in one appropriate section of the organizational chart.

RESOURCES & MATERIALS

TEACHER TIP
This lesson can be used for band, orchestra, or chorus classes.

ESSENTIAL ELEMENT

Band. Citizenship through group endeavor. The student shall be provided opportunities to develop leadership abilities, develop responsibility, and develop ability to cooperate with others and to work as a team member.

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HS

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

II.B-3. Identify the significance of peer pressure and/or role modeling and imitation.

ASSESSMENT CRITERION

Apply critical evaluation skills to make judgments concerning professional and personal performances.

ACTIVITIES & STRATEGIES

Secure a guest artist (local professional musician, college music major, church singer, or organist) and have him or her present a minirecital during class.

Have students listen critically to the performance and afterward discuss with the guest artist the effects drugs might have on a performer. (Be sure to alert the performer beforehand.)

Conduct a question and answer session. The teacher should begin by asking the following questions:

- (Singer) Do you smoke? Why not?
- What are your rules regarding alcohol, sleep, and food prior to a performance?
- Do you believe that drugs are harmful to a performer? Why?

Then open the session to student questions.

RESOURCES & MATERIALS

Guest artist. See "Suggestions for Discussion Groups and Speakers," *ESR II*, p.47.

TEACHER TIP

The speaker's personal philosophy about tobacco, alcohol, and other drug use should be determined prior to the presentation. Be sure that it agrees with the philosophy that drug and alcohol use is both harmful and illegal for students.

TEACHER TIP

This lesson may be used for band, orchestra, or chorus classes.

ESSENTIAL ELEMENT

Band. Ability to make musical value judgments through critical listening.

Fine Arts **High School**

HS

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

I.A-4. Predict how academic and work performance is affected by tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Describe the physiological and psychological effects of tobacco, alcohol, and other drugs on one's ability to concentrate.

ACTIVITIES & STRATEGIES

Give students a pitch and ask them to elevate the pitch by 1/2 steps evenly over four beats (at two beats, the pitch should be 1/4 step higher). Repeat the exercise, lowering the pitch. Repeat the entire exercise, expanding to six beats, then eight beats.

After the students complete the exercise, ask the following questions:

- Must you concentrate to perform this exercise?
- How does concentration affect performance skills?
- What are some variables that could affect concentration?

Discuss the loss of concentration associated with drug use.

RESOURCES & MATERIALS

TEACHER TIP

"There are certain patterns of behavior and memory among marijuana users, especially adolescents, that actually have shown a loss of IQ. Several studies have shown that marijuana does affect thought patterns, reduces ability to remember simple things after a short period of time, and reduces concentration and the ability to handle complex intellectual tasks. As bad as this would be for an adult, it's far more serious for the adolescent, who is supposed to be retaining new information learned each day in school."

The Facts About Drugs and Alcohol, **Mark S. Gold, p. 70.**

Reproduced with permission:
Dr. Mark S. Gold, from *The Facts About Drugs and Alcohol,* 1986

ESSENTIAL ELEMENT

Music theory. Basic pitch and rhythmic notation. The student shall be provided opportunities to know and use pitch and rhythmic notation. (Can be adapted to choral music.)

Fine Arts High School

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

I.A-1. Explain the physiological and psychological effects of tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Explain the physiological and psychological effects of tobacco, alcohol, and other drugs on the voice.

ACTIVITIES & STRATEGIES

Explain that a healthy voice is the result of a healthy body and mind.

Emphasize that the voice, like the rest of the body, requires proper care to remain healthy. Point out some of the ways the voice can be abused by asking students the following questions:

- What would happen to your voice if you screamed during the entire football game every week?
- What happens to your voice when you catch cold?
- What happens when you overuse your voice, as when you talk for extremely long periods of time?
- What would happen if everyone in the choir started smoking a pack of cigarettes or two marijuana cigarettes a day?

Explain how cigarette smoking and the use of other drugs such as inhalants, marijuana, and cocaine affect the voice. See Teacher Resource, "Effects of Tobacco and Other Drugs on the Vocal Cords."

Using any warm-up exercise, have the students gently and slowly expand the range of their voices to both upper and lower extremes. Have students sing arpeggios, using the word *alleluia*, emphasizing the *L* to increase proper resonation in the upper range.

RESOURCES & MATERIALS

Teacher Resource: "Effects of Tobacco and Other Drugs on the Vocal Cords"

ESSENTIAL ELEMENT

Choral music. Study of vocal techniques. The student shall be provided opportunities to develop the voice.

Effects of Tobacco and Other Drugs On the Vocal Cords

Certain inhalants (such as paint thinner, airplane glue, and nitrous oxide) can asphyxiate the user or freeze the vocal cords.

Chemicals in marijuana irritate the mucous membranes of the respiratory tract and the vocal cords.

Smoking cigarettes and marijuana causes excess phlegm and subsequent coughing, which in turn causes swelling of the vocal cords and laryngitis.

Snorting cocaine causes excess nasal discharge, which coats and irritates the vocal cords.

Bronchitis results when cigarette smoke irritates and inflames the air passages (bronchi) leading from the windpipe to the lungs. The cilia become useless, and tars build up after prolonged smoking. This buildup causes a reduction in normal respiration, which results in chronic coughing and regurgitation of phlegm--the body's way of attempting to expel the foreign particles the cilia can no longer eliminate. The only remedy for this vicious cycle is to quit smoking and give the lungs a chance to resume normal functioning.

LESSON OBJECTIVES

III.C-1. Describe the relationship between stress and tobacco, alcohol, and other drug use.

III.C-2. Demonstrate skills for coping with change, success, and failure.

ASSESSMENT CRITERION

Demonstrate positive ways to deal with stress.

Fine Arts **High School**

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TEXAS EDUCATION AGENCY

ACTIVITIES & STRATEGIES

(Note: This lesson is continued on the following page.)

Discuss the fact that many times our problems are brought on by stress. When we feel stressed, we don't think as clearly as we do otherwise, so we sometimes make bad decisions or handle situations poorly. Point out that it's normal to feel stress before giving a report in front of the class or performing for a large audience.

Emphasize that some individuals feel unable to cope with stress and therefore turn to alcohol and other drugs when difficult situations like divorce or death of a family member occur. They think that the drugs will make the problems easier to handle. But, in fact, the drugs create more serious problems for these individuals.

Point out that since every person has to face stressful situations every day of his or her life, we should try to learn how to manage stress to be able to think clearly and to resolve situations quickly and safely. One way we can do this is by learning to relax.

Conduct a relaxation exercise. Begin by explaining that the students need the following four things to relax totally:

- a quiet environment
- a mental device to keep thoughts from wandering (this may be a word or phrase repeated silently)
- a passive attitude toward distracting thoughts and sounds (everything and everybody tuned out)
- a comfortable body position

(Go to next page.)

RESOURCES & MATERIALS

TEACHER TIP

When the body feels distress, a *fight or flight* response occurs. When faced with threatening situations, an involuntary response increases blood pressure, heart rate, breathing rate, blood flow, and metabolic rate. The body prepares to run away or stand and fight. The fight or flight response is automatic and prepares the individual for self-defense.

Everyone possesses a protective mechanism that counters the effects of distress. It is a relaxation response that decreases the physiological symptoms described above. An individual can learn to evoke this response through relaxation techniques such as meditation, imagery, and cognitive restructuring.

ESSENTIAL ELEMENT

Choral music. Study of vocal techniques. The student shall be provided opportunities to breathe correctly for singing.

Fine Arts High School

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

III. C-1. Describe the relationship between stress and drug use.

III. C-2. Demonstrate skills for coping with change, success, and failure.

ASSESSMENT CRITERION

Demonstrate positive ways to deal with stress.

ACTIVITIES & STRATEGIES

(See beginning of lesson on previous page.)

Have students get in a comfortable position. Tell them to close their eyes and tune out their neighbors. Ask students to concentrate on their own breathing, thinking *in* when inhaling and *out* while exhaling. Give them one minute to practice this breathing concentration.

Then tell students to concentrate on the sound of your voice. Tell them to make their hands as tense as they can for about 15 seconds.

Then say, "Completely relax your hands. Concentrate on what it feels like to have your hands relaxed." Proceed through body in this way (hands, arms, shoulders, back, neck, abdomen, thighs, calves, feet). If this procedure is done correctly, students will look nearly asleep. Ask them to concentrate on their own breathing again. Time them for one minute. Then ask them to open their eyes.

RESOURCES & MATERIALS

TEACHER TIP

Your tone of voice and the tempo of your speech will greatly enhance this activity. This exercise is excellent practice for dealing with performance nervousness and anxiety. Tell students to practice this technique at home in bed before falling asleep.

ESSENTIAL ELEMENT

Choral music. Study of vocal techniques. The student shall be provided opportunities to breathe correctly for singing.

Fine Arts **High School**

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.B-4. Identify and evaluate ways to cope with family conflict.

ASSESSMENT CRITERION

Demonstrate ways of handling or avoiding family conflict situations.

ACTIVITIES & STRATEGIES

Ask students to write anonymous descriptions of family conflict which may or may not arise from drug use. Deposit the descriptions in a box, and have groups of students choose one description and improvise solutions to the conflict.

Have students discuss constructive ways to support their friends. Emphasize when support from friends is beneficial and when adult support is needed.

Have students compile a list of songs that are supportive in nature such as Billy Joel's "Second Wind" on suicide and depression prevention.

Ask students to describe tough situations they have been put in when asked to cover for friends. Discuss how this can backfire in their own lives.

Have students listen to *West Side Story* and *Romeo and Juliet*. What family conflicts were evident? Ask students to consider how family conflicts, regardless of their severity, are difficult for the people involved. Discuss how students can show empathy, not sympathy, and give suggestions for advice in different situations. For example, if a friend threatens to run away, do you notify a parent or another adult? What if your parent, or a friend's parent, is an alcoholic? How would you handle such a situation?

Ask students to invent a family conflict situation and role play a strategy for avoiding or for handling it.

RESOURCES & MATERIALS

TEACHER TIP

This activity can be used for many different situations such as handling peer pressure, dealing with friends who are drinking or using drugs, and helping friends who have family members who have substance abuse problems.

The best way to assist a friend in trouble is to go to an adult who can locate help.

ESSENTIAL ELEMENT

Music history and literature. The student shall be provided opportunities to experience and discuss a variety of choral styles, eras, and composers through music studied and performed.

Fine Arts **High School**

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

I.B-2. Describe the physical and emotional consequences of having a chemically dependent family member.

I.B-6. Recognize the ways in which tobacco, alcohol, and other drug use affects a family's financial status.

ASSESSMENT CRITERION

Generalize possible emotional stresses of living with a family member who uses tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Show the film *My Fair Lady* over three class periods and discuss the following (see Teacher Resource: "My Fair Lady"):

- plot
- setting
- characters
- major songs
- significance of alcoholism in the movie

Lead a discussion by asking the following questions:

- How was Albert Doolittle's life affected by alcohol?
- Was his financial situation affected by his alcoholism?
- How was Eliza's life affected by her father's alcoholism?
- Could this story have been different if her father were not an alcoholic?
- Do you feel sympathy for Eliza? For Albert Doolittle?
- Do you feel sympathy for people who abuse alcohol or other drugs?
- How accurate do you think the movie was in depicting the effects of alcoholism?
- Are real-life problems solved as easily as problems in the movie?

Conclude the lesson with the facts that use of alcohol and other drugs has devastating effects on individuals and families both emotionally and financially. The wisest choice is to stay drug free.

RESOURCES & MATERIALS

VCR, TV, videotape of the musical *My Fair Lady*. (The video can be checked out from many public libraries.)

Teacher Resource: "My Fair Lady"

ESSENTIAL ELEMENT

Music history and literature. The student shall be provided opportunities to understand the relationships of musical works, composers, forms, and styles to the political and social events of their musical and historical periods. (Can be adapted to choral music.)

My Fair Lady

My Fair Lady is the story of Eliza Doolittle, a common flower girl in the streets of London, England, and her rise to sophistication through the teaching of Professor Henry Higgins, a linguist, or language teacher. Professor Higgins bets a friend that from this common girl he can produce a proper lady who would blend in at a fancy ball at Buckingham Palace.

The grueling schedule of speech lessons creates a setting for many humorous scenes in the play. Eliza is successful in fooling the guests at the ball, but after being treated insensitively by Professor Higgins, she returns to the streets of London.

She discovers, however, that she can no longer be a part of her old way of living, so she goes to the home of Professor Higgins' mother. Professor Higgins finds her there and begins to realize his feelings for her in the famous song, "I've Grown Accustomed to Her Face." The two are happy together at the end of the story.

Well-known songs from *My Fair Lady* include:

- "Wouldn't It Be Loverly"
- "I'm Getting Married in the Morning"
- "I've Grown Accustomed to Her Face"
- "On the Street Where You Live"

Fine Arts **High School**

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

II.B-6. Recognize the ways in which tobacco, alcohol, and other drugs affect behavior and self-concept.

ASSESSMENT CRITERION

Generalize ways that tobacco, alcohol, and other drugs can alter an individual's behavior.

ACTIVITIES & STRATEGIES

Present a brief profile of composer Samuel Barber.

Introduce Barber's opera, *The Medium*, by discussing the characters and plot (see Teacher Resource: "The Medium").

Play "Monica's Waltz" from *The Medium*.

Have students describe what visions they saw while listening to the music and how the music made them feel.

Discuss the ways Madam Flora's alcoholism affected the other two characters. Relate this to real-life effects of alcoholism.

RESOURCES & MATERIALS

Recording of "Monica's Waltz" from *The Medium*.

ESSENTIAL ELEMENT

Music history and literature. The student shall be provided opportunities to experience and discuss a variety of choral styles, eras, and composers through music studied and performed.

THE MEDIUM

The Medium is an opera by Samuel Barber. It is the haunting and tragic story of a medium (a person who thinks she can communicate with dead people) named Madam Flora; her young daughter, Monica; and her deaf-mute house boy, Toby. Madam Flora operates a disreputable seance parlor where she tricks her patrons into believing she has contacted the spirit world by the forced assistance of Monica and Toby. However, Madam Flora is the victim of alcoholism and suffers frightening delusions when she has been drinking. During these episodes, she is terrified because she thinks she feels a cold hand closing around her throat. In her drunken state, she accuses Monica and Toby of playing tricks on her. She beats Toby and locks Monica in a closet. Later, Toby returns to check on Monica and discovers that Madam Flora has passed out on a table with a bottle of alcohol in her hand. He sneaks to the closet and tries to free Monica but is unsuccessful, for Madam Flora awakens. Toby hides behind a curtain. Madam Flora calls for whomever is there to come out, but Toby cannot hear her. Madam Flora pulls out a gun and shoots at the curtain, not realizing that Toby is hiding there. Toby slumps from behind the curtain, dead, and the opera ends with the sound of Monica's screams from the closet.

Fine Arts **High School**

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

II. B-3. Identify the significance of peer pressure and/or role modeling and imitation.

ASSESSMENT CRITERION

Evaluate the importance of good self-concept in handling peer pressure and societal pressures.

ACTIVITIES & STRATEGIES

Have students find articles on musicians who have died because of drug-related problems. Have them assess how the media has glamorized their lives. Have students discuss why drugs became a part of these musicians' lives.

Discuss contemporary music idols/stars. Ask students to suggest why the public is so hungry for new and different musical stars. Have students write "A Guidebook to the Stars or How to Be Successful and Drug Free."

Have students name types of music (such as jazz, rock, and classical). Then have students participate in free-association descriptions, using words and thoughts that come to mind when they think of those types of music. Ask students to suggest why certain forms of music have particular reputations and backgrounds.

Play recordings of several singers with different styles. Have students identify which singers they like and why they enjoy those persons' styles.

Discuss the importance of lyrics in songs. Are lyrics more important in some songs than in others? Ask students if they are aware of songs that refer to drug use in the lyrics. How do they feel about such songs? How do they feel about the individuals or groups that perform the songs? Are they positive role models for students to follow?

RESOURCES & MATERIALS

Music history books, music hit charts of a particular era, books of Broadway hits such as "It Ain't Necessarily So" from *Porgy and Bess*

Recordings

ESSENTIAL ELEMENT

Music history and literature. Relationship of music to history. The student shall be provided opportunities to understand the relationships of musical works, composers, forms, and styles to the political and social events of their musical and historical period.

Fine Arts **High School**

HS

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.C-2. Demonstrate skills for coping with change, success, and failure.

ASSESSMENT CRITERION

Identify positive and negative attributes and consequences of change, success, and failure.

ACTIVITIES & STRATEGIES

Introduce the song "Magic to Do" from the musical *Pippin*.

Discuss the plot of the musical *Pippin*, which is the story of a young man in search of himself. In his quest, he tries education, sexual acting out, and drugs. In the course of his search, he murders his father. In the end, he chooses to live a quiet life on a farm.

After students hear the recording, ask the following questions:

- Have you ever known a young person who has family problems, is depressed or rebellious, and makes poor choices regarding his or her life's direction?
- Why do you think he or she tried drugs?
- Did it help or harm his or her situation?
- How could this person have handled the situation better?

Be sure to conclude the lesson with the positive aspects of never using alcohol and other drugs (improved health, no legal problems related to driving under the influence, no addictions to have to break, much more likelihood of success in school and at work).

RESOURCES & MATERIALS

"Magic to Do" (SATB) Available from Belwin-Mills.

ESSENTIAL ELEMENT

Music history and literature. The student shall be provided opportunities to experience and discuss a variety of choral styles, eras, and composers through music studied and performed.

Fine Arts **High School**

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.B-3. Distinguish what individuals can control and what they cannot control.

ASSESSMENT CRITERION

Clarify aspects of life that are within an individual's control and develop strategies for dealing with those that are not.

ACTIVITIES & STRATEGIES

Explain that every historical era has viewed its contemporary music as strange and repulsive. (See Teacher Resource: "Historical Nonacceptance of Contemporary Music.")

Play a recording of Stravinsky's "Rite of Spring" (or another atonal composition) and ask students to discuss the characteristics they particularly like or dislike.

Now play a piece of music by a modern composer and ask students to respond.

Ask the class the following questions:

- What is an *hallucinative mood*?
- Does this music represent an *hallucinogenic mood*? How?
- Compare this music to music from an earlier period. How are the two pieces of music different?
- Does the comparison say anything about our culture?
- Are we a society that enjoys escaping reality?
- Is our society's drug abuse problem a result of this mentality?
- Can that mentality change if the price becomes too high? (Example: The increasing intolerance toward smoking and drunk driving.)
- What are some healthy ways to escape problems and stress?

If possible, view parts of the Phillip Glass movie, *Koyaninquatsi*. See Teacher Resource: "Historical Nonacceptance of Contemporary Music."

RESOURCES & MATERIALS

Teacher Resource: "Historical Nonacceptance of Contemporary Music"

Recording of Stravinsky's "The Rite of Spring"

Recording of modern music by a modern composer

TEACHER TIP

If the discussion shifts to current rock idols, be sure that students focus on the negative implications of those individuals' involvement with drugs. Do not allow such idols to be glamorized in the course of the discussion.

ESSENTIAL ELEMENT

Music. Music history and literature. The student shall be provided opportunities to experience and discuss a variety of choral styles, eras, and composers through music studied and performed.

Historical Nonacceptance of Contemporary Music

To illustrate the concept of the pattern of historical nonacceptance of each culture's contemporary music, cite the following:

Baroque period, 1600-1750. Baroque comes from the Portuguese word "barroco" meaning an imperfect or irregularly shaped pearl. It was considered in bad taste to wear such a pearl in this period, and the new music was nicknamed accordingly. The music was thought to be too ornamental and gaudy.

Classical period, 1750-1825. Mozart's music from this period was thought to have too many notes. It differed from the established Baroque period in its clarity, restraint, and formality.

Romantic period, 1825-1900. The music, art, and literature of the Romantic period sharply contrasted with that of the classical period in that they were thought to be overly emotional, gushy, and reflective of artists' personality traits.

Modern period, 1900-present. The music, art, and literature of this period is thought to be bizarre, nonmusical, and unusual in construction.

Phillip Glass is a *minimalist* composer who is an established composer of contemporary opera. His opera *Planet 8* was recently performed by the Houston Grand Opera. *Koyaninquatsi* is an Indian word meaning *world out of sorts.* This movie depicts scenes without dialogue presented over Glass's music. The movie is an example of hallucinative art.

Health High School

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

II.A-1. Name and categorize various types of drugs, medicines, and abused substances.
II.A-3. Recognize side effects of tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Identify examples of drugs, medicines, and abused substances.

ACTIVITIES & STRATEGIES

Explain that most commonly used drugs are classified in groups according to the purpose and effects of the drugs on the body. Review the drug classifications on the overhead transparency and the effects produced by each group. Ask students to name examples of drugs in each group.

Invite a drug enforcement officer to come to talk to the class about the drugs most commonly used (marijuana, crack, inhalants, tobacco, alcohol) and their negative effects. Ascertain beforehand that the speaker has accurate, up-to-date information on these effects. The presentation should include information on legal implications.

Ask the officer to discuss the frequency and the types of drug-related crimes in your community. Allow students time to ask the officer questions.

Conclude the lesson with a discussion of what the students can do to help solve the problems of drug use.

RESOURCES & MATERIALS

Overhead transparency: "Drug Classification"

ESSENTIAL ELEMENT

Health. Health-related concepts and skills that involve interaction between individuals. The student shall be provided opportunities to use a systematic approach to acquire health information.

Drug Classification

Group 1	**Prescription Drugs**	—	are commercially produced and can be legally sold or dispensed on a physician's order only
Group 2	**Narcotics**	—	dull senses, produce stupor, cause hallucinations, contribute to nausea and confusion
Group 3	**Depressants**	—	lower vital activities such as heart rate; impair mental functioning and judgment; contribute to brain and liver damage
Group 4	**Stimulants**	—	speed up vital activities such as heart rate; contribute to mental disorders and malnutrition
Group 5	**Hallucinogens**	—	alter perception of objects; long-term developmental consequences
Group 6	**Inhalants**	—	alter judgment, coordination, and perception; cause nerve or brain damage; death by anoxia
Group 7	**Cannabis**	—	has an effect similar to the narcotics effect; impairs memory; contributes to lung cancer, paranoia, delayed sexual development, and sterility
Group 8	**Steroids**	—	behavorial changes; stroke, kidney damage; delayed or sexual underdevelopment; hypertension; increased risk of cancer

Health High School

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

II.A-1. Name and categorize various types of drugs, medicines, and abused substances.

ASSESSMENT CRITERION

Define drugs, medicines, and abused substances.

ACTIVITIES & STRATEGIES

Discuss with students the use of medicines to preserve health or cure health problems. Explain that medicines are classified according to their beneficial effects on the body. Examples of types of medicines are:

- those that fight disease-producing organisms (antibiotics)
- those that prevent disease (vaccines)
- those that aid the heart and blood vessels (vasodilators)

Ask students to name other examples of medicines.

Emphasize the good things that medicines can do for people, but also point out that many can produce serious side effects.

Point out, for example, that the following medicines often produce the side effects listed:

- insulin—insulin allergy with skin rash, fast pulse, shock; insulin reaction; hyperglycemia
- ritalin—aggravated anxiety and tension; psychological dependence
- nitrostat—headaches, vertigo, weakness
- birth control pills—nausea, cramps, weight gain, rashes

Distribute the worksheet, "Medicines," and give students time to complete it. Then go over the answers and discuss questions students may have.

RESOURCES & MATERIALS

Worksheet: " Medicines"

" Medicines"
Answer Key

1. analgesics(d)	**5. vaccines(f)**
2. antiobiotic (c)	**6. drug (h)**
3. stimulants (a)	**7. antisera (e)**
4. hypnotics (b)	**8. diuretics (g)**

"cautiously"

ESSENTIAL ELEMENT

Health. Health-related concepts and skills that involve interaction between individuals. The student shall be provided opportunities to use a systematic approach to acquire health information.

NAME_____ DATE_____

MEDICINES

Directions:
The words below are related to medicinal drugs. Unscramble the letters and fill in the spaces. Then place the circled letters below and unscramble them to complete a statement about the use of medicines. Match the unscrambled word with its definition in the right column.

1. GEICSALANS
   _ _ _ _ _ _ _ _ _ (_) _

2. IBTCNAOTII
   (_) _ _ _ _ _ _ _ _ _ _

3. LNTSMITUAS
   _ _ _ _ _ _ (_) _ _ _ _

4. CHPYTONIS
   _ (_) _ _ (_) _ _ _ _

5. VCACNESI
   _ _ _ _ _ _ _ _ (_)

6. GDRU
   _ _ (_) _

7. RESANTIA
   _ _ _ (_) _ _ _ _

8. ICDUTERIS
   _ _ (_) _ _ (_) _ _ _

a. ___drugs that reduce hyperactivity in children

b. ___drugs used to relieve anxiety and aid sleep

c. ___a type of drug produced by microorganisms, used to destroy disease-producing organisms in the body

d. ___drugs used to relieve pain

e. ___blood fluids that contain antibodies, used to prevent disease

f. ___disease preventing drugs that cause the body to produce antibodies

g. ___drugs that help relieve the body of water and sodium

h. ___any substance, other than food, taken into the body to alter the structure or function of the body in someway

A person should use medicine _ _ _ _ _ _ _ _ _ _ _.

WE'RE PUSHING FOR A DRUG-FREE STATE
TEXAS EDUCATION AGENCY
ESR II

Health High School

H S

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

II. B-7. Define addictive behavior and discuss its effect on the family.

ASSESSMENT CRITERION

Define addiction and addictive behavior.

ACTIVITIES & STRATEGIES

Ask students to define "addiction" (overpowering compulsion for obtaining and continuing a drug). Point out that people can become addicted to alcohol, nicotine, caffeine, and other drugs (both legal and illegal) such as tranquilizers, codeine, marijuana, cocaine, and LSD.

Discuss addictive behavior and ask students to name as many types of addictive behavior as they can. Some examples are: drinking, smoking, gambling, fighting, buying, and overeating.

Distribute the worksheet, "How to Tell When Drinking Is Becoming a Problem." Go through the questions with the class, examining how "yes" answers can indicate addictive behavior.

Then discuss how addictive behavior affects the family members of the addict. Explain that addiction may cause the user to:

- lie to family members
- spend money intended to buy food or pay bills
- become unreliable
- break laws
- become inconsiderate of the feelings of others

Ask students to suggest other problems that can arise in an addict's family.

Explain that changes in school or job performance, changes in appearance, and changes in other personal behaviors may indicate drug use.

RESOURCES & MATERIALS

Worksheet: "How to Tell When Drinking Is Becoming a Problem"

TEACHER TIP

Invite a speaker from a local council on alcoholism or other agency to come talk to the class about addictive disease as a family illness, including how alcoholism runs in families via genetic predispostion.

ESSENTIAL ELEMENT

***Health.** Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to demonstrate responsible behavior concerning alcohol, tobacco, and other drugs.*

TEACHER RESOURCE

How to Tell When Drinking Is Becoming a Problem

_____1. Do you drink because you have problems? To face up to stressful situations?

_____2. Do you drink when you gets mad at other people like your friends or parents?

_____3. Do you often prefer to drink alone rather than with others?

_____4. Are your grades starting to slip? Are you goofing off on the job?

_____5. Do you ever try to stop drinking or drink less—and fail?

_____6. Have you begun to drink in the morning, before school or work?

_____7. Do you gulp your drinks as if to satisfy a great thirst?

_____8. Do you ever have loss of memory due to drinking?

_____9. Do you avoid leveling with others about your drinking?

____10. Do you ever get into trouble when you are drinking?

____11. Do you often get drunk when you drink, even when you do not mean to?

____12. Do you think it is cool to be able to hold your liquor?

Permission to reprint the questions from A Message to Teenagers and Young People and AA was granted by Alcoholics Anonymous World Services, Inc.

Health High School

HS

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

I. A-1. Explain the physiological and psychological effects of tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Explain the relationship between responsible behavior and promotion of health.

ACTIVITIES & STRATEGIES

Divide students into small groups and have them research the negative effects of the major drugs of use, including alcohol. Assign different drugs to different groups. Have groups summarize their findings and report back to the class.

Now that students know the hazards of specific drugs, ask them to consider the general reasons for teenagers to avoid all use of alcohol and other drugs. List the reasons on the board as students suggest them. The teacher should also contribute reasons, explaining that health educators stress *no use* for good reasons. Use Teacher Resource, "Important Points."

After the discussion, ask each student to write a paragraph, summarizing what he or she considers the most compelling reasons to resist drug use.

RESOURCES & MATERIALS

Teacher Resource: "Important Points"

ESSENTIAL ELEMENT

Health. Health-related concepts and skills that involve interaction between individuals. The student shall be provided opportunities to demonstrate responsible behavior in prevention and control of diseases and promotion of health.

TEACHER RESOURCE

Important Points

On Effects of Drug Use by Young People

- Alcohol and other drug use is illegal.

- Breaking the law leads to lying and causes problems with parents, school, and legal authorities.

- Drugs are developmentally harmful to young people...
... physically beccause body systems are the most vulnerable when they are growing and developing.
...psychologically because drugs interfere with learning and with the development of social and coping skills.

- Drugs, even in small amounts, interfere with judgment, which is needed for all the challenges and tasks of maturing.

- Drug use contributes greatly to accidents, the leading cause of death among young people.

- Addiction to alcohol and other drugs occurs more easily and more rapidly in young people than in adults.

Health High School

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

I.D-3. Describe public health problems related to tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Investigate hazards of using tobacco, alcohol, and other drugs during pregnancy.

ACTIVITIES & STRATEGIES

Describe drug use during pregnancy as one of the most critical health issues of our day. Birth defects caused by drug use are permanent, but they also are totally preventable. Because of the importance of the topic and the continuing research, the class will work cooperatively to compile the most current information. They will share what they learn with each other--and possibly the larger community.

Organize the class into groups to explore various sources of information. Examples of projects for the different groups are as follows:

- Search the library for current information and report findings to the class. Display selected information on posters.
- Gather posters and pamphlets for collages or bulletin boards; display in the classroom or in other areas of the school or community.
- Interview local health professionals. Report findings to the class, invite one or more of the professionals to visit the class, or arrange a panel discussion for a larger audience.
- Gather information on films available, choose an appropriate one, and arrange for it to be shown to the class or to a larger group.
- Develop public service announcements to be broadcast on a local radio station; make the necessary arrangements to broadcast.

Provide organizational time for the project. Then ensure that each group selects an appropriate time and manner in which to make its contribution to the project.

RESOURCES & MATERIALS

Many organizations provide free or low-cost materials on fetal alcohol syndrome and other information on drugs and pregnancy. Examples (See Resources section):

- National Clearinghouse for Alcohol and Drug Information
- Texas Commission on Alcohol and Drug Abuse
- American Lung Association
- March of Dimes--Birth Defects Foundation
- Local councils on alcoholism

ESSENTIAL ELEMENT

Health. Health-related concepts and skills that affect the well-being of people collectively. The student shall be provided opportunities to investigate current health issues.

Health High School

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.A-4. Identify people, places, and events that influence personal life-style.

ASSESSMENT CRITERION

Project the influence of people, places, and events on personal choices and on quality of life now and in the future.

ACTIVITIES & STRATEGIES

Divide the class into groups of three or four members.

Instruct each group to design a bulletin board based on the theme, "People, places, and events that influence my life-style."

Tell students to sketch their ideas on paper and then make a list of materials such as photographs they might want to bring from home to complete the project. Encourage students to be as creative as possible with ideas and materials. Students may include representations of:

- family members
- friends
- celebrities they admire
- their homes
- places they've been on vacation
- places they hope to visit someday
- hobbies (such as painting, reading, sports activities)
- important events (such as birthdays, weddings, graduations)

After each group assembles its bulletin board, encourage each group member to discuss why he or she chose to include particular items. Allow time for students to discuss/explain the thoughts that went into the design. Let the class ask questions about the bulletin board.

The activity may be turned into a class competition in which other teachers judge the bulletin boards.

The winners could display their bulletin board in a main hall of the school.

RESOURCES & MATERIALS

Paper, pencils, markers

ESSENTIAL ELEMENT

Health. Health-related concepts and skills that involve interaction between individuals. The student shall be provided opportunities to project the effects of personal choices on the quality of life, now and in the future.

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III. B-4. Identify and evaluate ways to cope with family conflict.

ASSESSMENT CRITERIA

- Explore interpersonal difficulties and conflicts that can arise within a family.
- Establish general rules for handling or avoiding family conflict situations.

ACTIVITIES & STRATEGIES

Ask students to define *conflict*. Point out that there are various types of conflict such as international conflict (wars), community conflict (over a controversial local issue), and personal conflict that affect each of us.

Discuss the kinds of conflict we encounter on a personal level. Point out that conflict can be between two or more people. Give the students one or two examples of personal conflict such as:

- You want to go to see a newly released movie, but your best friend wants to see another movie.
- Your parents are shouting at each other because of money problems.
- Your father is mad at you because you promised to take out the garbage regularly and you haven't been doing it.

Emphasize that conflict is an inevitable part of our lives. Everyone goes through difficult times. When we encounter conflict, we should keep in mind that:

- We must learn to accept the fact that other people have their own opinions and feelings that will often be different from our own. There is no point in being angry over an issue that has no right or wrong answer. Sometimes the only answer is to agree to disagree.
- We must define the conflict clearly before we can resolve it. Therefore, we should try to identify areas of agreement as well as disagreement, areas of trust as well as suspicion.
- When more than two people are involved in a conflict, use an accepted method of decision making such as the democratic process to resolve the problem.

Ask students to give examples of conflicts they've experienced in their lives. Ask them how they handled the situation when it occurred and if they can think of any better ways of handling the situation if it happens again. Encourage the rest of the class to offer suggestions and comments.

RESOURCES & MATERIALS

TEACHER TIP

Tell the students about community, state, and national organizations that provide support in situations of family conflict. These groups include:

- **Alcoholics Anonymous**
- **Al-anon**
- **Adult Children of Alcoholics**
- **counseling groups**

TEACHER TIP

This is a very sensitive area and must be handled tactfully and carefully by the teacher.

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to practice critical thinking and rational problem solving.

Health High School

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

III.B-1. Communicate thoughts, feelings, and opinions appropriately.

III.B-5. Identify ways to cope with peer and social pressure to use tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Demonstrate ways of handling peer and social pressure to use tobacco, alcohol, or other drugs.

ACTIVITIES & STRATEGIES

Have students brainstorm different ways to say "no" to a friend without alienating that friend.

Role play the following situations:

- You are spending the night with a friend whose parents are not at home, and someone arrives with beer.
- Two friends go to a party and the driver gets drunk, but the other friend is not old enough to drive.
- Your best friend is visiting and your sister offers you both some pills she has.
- You meet a friend at a fast food place where you are offered beer and marijuana.
- You're at school and find that someone has hidden marijuana in your locker.

After each role play, discuss the way the students involved handled the situation. Was their way effective? Ask for suggestions for alternative responses from the rest of the class.

Instruct students to write five great one-liners to be used when they feel peer pressure to use drugs. Of the five, three should be original compositions. The other may be appropriate famous quotes. Explain resources for locating famous quotations such as:

- *Five Thousand Quotations for All Occasions*
- *The International Thesaurus of Quotations*
- *Bartlett's Unfamiliar Quotations*
- *Bartlett's Familiar Quotations*

RESOURCES & MATERIALS

Teacher Tip

Point out that one effective way of dealing with peer pressure is to counter it with "Great One-Liners" which are statements intended to positively influence others. Explain that these statements can come from famous people or they can be the student's own composition. For example, if a friend says to you, "Drinking makes me a more popular person," you can counter with a one-liner from Finley Peter Dunne who said, "Drink never made a man better, but it has made a man think he was better!"

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to demonstrate responsible behavior concerning alcohol, tobacco, and other drugs.

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.A-4. Identify people, places, and events that influence personal life-style.

ASSESSMENT CRITERION

Determine influences (people, places, and events) on personal life-style.

ACTIVITIES & STRATEGIES

Discuss how people are influenced by others to talk, act, think, and dress in certain ways.

Ask students to give examples of how their life-styles have been influenced by family members, friends, and other people, including people they've never met (such as rock musicians and movie stars).

Have students complete the worksheet, "Whose Opinion Counts the Most?" Emphasize that students should *not* write their names on the worksheet. When the worksheets are completed, tabulate the responses and discuss the results. Ask students the following questions:

- Generally speaking, whose opinion carries the most weight with the class?
- Whose opinion has the least influence?
- Why do you think certain people influence you more than others?
- Do you feel the degree of influence varies with age? Why?

RESOURCES & MATERIALS

Worksheet: "Whose Opinion Counts the Most?"

ESSENTIAL ELEMENT

Health. *Health-related concepts and skills that involve interaction between individuals. The student shall be provided opportunities to project the effects of personal choices on the quality of life, now and in the future.*

DATE_____

Whose Opinion Counts the Most?

How important are the opinions of these people in determining what you do? (Put a number from 1 to 6 in each blank. A rank of 1 is high. A rank of 6 is low.)

	Self	Brothers/ Sisters	Parents/ Guardians	Best Friend	Other Friends	Other Adults
How you dress						
How hard you work in school						
What you want						
If you are tempted to smoke						
How you wear your hair						
What you do outside of school						
If you date						
Who influences you the most?						

Compare results with other members of the class, and discuss why the answers may be different.

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

III.D-5. Define self-responsibility.
III.D-8. Practice activities and behaviors that develop self-esteem.

ASSESSMENT CRITERION

Relate attributes of positive self-esteem to self-responsibility and personal well-being.

ACTIVITIES & STRATEGIES

Discuss the concept of self-image. Point out that the way we perceive ourselves is to a great extent determined by what others think of us and say to us. For example, if a brother or sister is always laughing at us and calling us "stupid," we'll begin to believe that we really are stupid. On the other hand, if our parents constantly tell us that they're proud of how bright we are, we'll be confident of our intelligence.

Have students complete the worksheet, "Rate Your Feeling of Well-Being." When worksheets are complete, have students score themselves by counting how many of the statements described themselves. Use the scale at the right for scoring.

Explain that there is there no perfect score since everyone's level of well-being fluctuates.

Have students make up their own rating inventory. Compare the characteristics the students have on their list with those on the "Rate Your Feeling of Well-Being" list.

RESOURCES & MATERIALS

Worksheet: "Rate Your Feeling of Well-Being"

TEACHER TIP

Scoring for this activity is as follows: The highest possible score is 24. A score of between 18 and 24 is good, 10 to 17 fair, 9 to 0 poor. Note that there is not a perfect score of 26, the number of entries above. Our level of mental health varies. All of us have some areas that need work.

TEACHER TIP

If you have prior knowledge of a student who will have problems with this exercise, some alternative activity should be suggested. If the activity appears to upset any students, a referral to the school counselor would be appropriate.

ESSENTIAL ELEMENT

Health. Health-related concepts and skills that involve interaction between individuals. The student shall be provided opportunities to relate giving and receiving love and maintaining friendships to consideration for the well-being of others and personal well-being.

Rate Your Feeling of Well-Being

Let us look at some characteristics that describe a mentally healthy person. Check the statements that describe you and how you feel or act *most of the time.*

Feeling Comfortable About Myself

_____ I can express my thoughts and feelings.
_____ I can express my emotions and am not overcome or immobilized by them.
_____ I can cope with both disappointment and success. I recognize personal shortcomings.
_____ I can laugh at myself.
_____ I am optimistic.
_____ I am generally cheerful and active.
_____ I know my limits as well as my abilities.
_____ I live by a set of standards and know what is important to me.
_____ I like who I am.

Feeling Right About Other People

_____ I enjoy spending some time alone.
_____ I get along well with others.
_____ I can interact with people and work with a group.
_____ I continue to participate when I do not get my way.
_____ I do not try to dominate.
_____ I can accept differences in other people.
_____ I feel I am a part of a group.
_____ I am interested in and enjoy being with others.
_____ I have several satisfying personal relationships.

Meeting the Demands of Life

_____ I face my problems rather than avoid them.
_____ I can ask for help when it is needed.
_____ I do not make excuses for my actions.
_____ I set realistic personal goals and have a plan for working toward them.
_____ I give my best effort in whatever I do.
_____ I can cope with change.
_____ I see challenges and experiences as opportunities for growth.

Look at the statements you did not check.

Can you make some generalizations about an area in which you need improvement?
Make a plan for working on that area. Set a goal for yourself. You are likely to see the benefits quickly.

Adapted with permission from, Merki and Merki, *Health, A Guide to Wellness.* Mission Hills, CA: Glenco Publishing Co., 1987.

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.B-7. Recognize the importance of participating in family activities.

ASSESSMENT CRITERION

Identify activities in which families participate and discuss the roles of family members in these activities.

ACTIVITIES & STRATEGIES

Define *family* (the basic unit of society). Talk about the different types of families such as nuclear (which includes mother, father, and children), extended (which also includes grandparents, aunts, uncles, cousins), single parent, and blended (which includes stepparents and stepsiblings).

Discuss how the family unit has changed. Ask students how their own family life compares to that shown in reruns of TV shows such as "Leave It to Beaver," "Good Times," "One Day at a Time," "Different Strokes," "What's Happening," and "My Three Sons." Are there any similarities? Differences?

Ask students to suggest reasons for these changes in the family unit over time. Examples are:

- Women are often in the work force now rather than in traditional roles.
- Our society has become more mobile; families move often.
- We live in an information age which broadens our choices and possibilities.

Instruct students to make two lists: one entitled "My Responsibilities as a Family Member" and the other entitled "Parental Responsibilities." Discuss the ways in which parental responsibilities differ from those of children.

Have students complete the worksheet, "Family Focus."

RESOURCES & MATERIALS

Worksheet: "Family Focus"

ESSENTIAL ELEMENT

Health. Health-related concepts and skills that involve interaction between individuals. The student shall be provided opportunities to project the effects of personal choices on the quality of life, now and in the future.

NAME_____ DATE_____

Family Focus

1. Think of an advertising slogan that describes a positive factor in your family and write it below.

2. Number the following items in the order from most important (1) to least important (6) that they take in your family:

   _____ commitment

   _____ appreciation

   _____ communication

   _____ time together

   _____ spiritual wellness

   _____ coping positively with stress and problems

3. Three things I like about my family are:

   _____

   _____

   _____

4. Some things I can do to make my family members feel special are:

Family Member	What I Can Do
_____	_____
_____	_____
_____	_____
_____	_____

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

III.E-1. List healthy alternatives to tobacco, alcohol, and other drug use.

III.E-2. Participate in local drug-free activities that offer healthy alternatives to tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Apply knowledge of local drug-free activities (such as team sports, clubs, charitable organizations) available for individual or group participation to making choices that affect personal health.

ACTIVITIES & STRATEGIES

Ask students to suggest why people use drugs. Reasons might include:

- peer pressure
- an attempt to escape from problems and worries
- curiosity
- an attempt to relieve stress and pressure

Explain that there are literally hundreds of other ways to alleviate stress and worry. By choosing our leisure activities wisely, we can manage both the positive and the negative parts of our lives.

Ask students to name healthy things a person can do to alleviate stress. Examples include:

- walking, hiking, jogging, swimming
- team sports
- painting or sketching
- constructing model cars or airplanes
- playing a musical instrument
- volunteering for community service at a nursing home or hospital
- carpentry
- needlework
- reading
- playing board games

Have students complete the worksheet, "My Free Time."

Have students share their answers in order to identify members of the class with interests similar to their own.

RESOURCES & MATERIALS

TEACHER TIP

The following questions may be asked to expand the lesson:

- **What patterns do you see in your own activities?**
- **How could you expand your activities so that your leisure time would be more well-rounded?**
- **What activities seem to make people feel good about themselves?**
- **What activities involve risks?**
- **What are those risks?**

Worksheet: "My Free Time"

ESSENTIAL ELEMENT

Health. Health-related concepts and skills that affect the well-being of people collectively. The student shall be provided opportunities to use systematically acquired, comprehensive health information while making choices that affect personal health and health of society.

NAME_____ DATE_____

My Free Time

Free time is time to be spent doing things we like to do. Think of your favorite things to do in your free time and list them below.

1. My favorite free-time activity is _____ .

2. My free-time activity that costs the least amount of money is _____ .

3. My free-time activity that is healthy for me is _____ .

4. My free-time activity that I can do with my family is _____ .

5. My free-time activity that I can do with my friends is _____ .

6. My free-time activity that I can do at home is _____ .

7. My free-time activity that I am the BEST at is _____ .

8. My free-time activity that I wish I were better at is _____ .

9. My free-time activity that I do the most is _____ .

10. My free-time activity that I wish I had more time to do is _____ .

11. My free-time activity that I learned at school is _____ .

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.C-2. Demonstrate skills for coping with change, success, and failure.

ASSESSMENT CRITERION

Identify positive and negative consequences of change, success, and failure and demonstrate ways to cope with them.

ACTIVITIES & STRATEGIES

Ask students to remember privately a time when they faced a problem that seemed to have no solution. Have them jot down answers to the following questions:

- How did you feel?
- How did you behave at the time?
- How was the problem solved?
- Did anyone help you solve the problem? If so, who helped and how?

Use the students' responses to lead a discussion of the following topics:

- common characteristics of depressive feelings
- the limited perspectives and limited problem-solving skills engendered by depression
- the self-perpetuating nature of depressed behaviors
- different types of coping behaviors
- productive and unproductive *helper* behaviors

Teens often feel that their own depressions are unique to them and fear that these depressions indicate serious problems or mental illness. While discussing commonalities in depressive feeling, the teacher can alleviate some of the fear that depressive feelings are *crazy*.

Emphasize the actual time-limited phenomenon of most depressions and the value of behavioral coping strategies in solving problems and diminishing depression. The value of reaching out to others for assistance should be emphasized as well. Adults such as teachers, counselors, parents, ministers, and rabbis should be identified as helpers in coping with difficult problems. Use the Teacher Resource for more information on helping depressed teenagers.

RESOURCES & MATERIALS

TEACHER TIP

If possible, invite the school counselor to lead or participate in this lesson.The lesson should end with strong encouragement for confiding in a trusted adult when problems seem insolvable or when a friend is engaging in self-destructive behaviors such as drug use or threats of suicide. Lead students to rethink the unwritten code which keeps young people from sharing information about a friend who is in trouble.

Teacher Resource: "Helping Depressed Teens"

ESSENTIAL ELEMENT

Health. Health-related concepts and skills that affect the well-being of people collectively. The student shall be provided opportunities to investigate current health issues.

TEACHER RESOURCE

Helping Depressed Teens

Typical signs of depression include the following:

- sad affect (crying, sighing) and thoughts (pessimistic, hopeless, helpless)
- physical changes, including under or overeating, sleeping too much or too little, change in energy levels, poor hygiene
- problems in concentration affecting school work
- social problems and behavior changes (withdrawal, acting-out, and risk-taking behaviors)
- low motivation and apathy
- use of alcohol and other drugs to try to escape depressive feelings

It is difficult to break through the common belief of adolescents that they are trapped in the "here and now," and that stress and depression are endless and insurmountable. Lead students to explore strategies they can use to cope with stress and depression. Emphasize the importance of seeking help from a trusted adult when personal strategies are insufficient for helping oneself or when a friend engages in self-destructive behavior.

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.D-4. Formulate effective strategies for helping others who experience problems.

ASSESSMENT CRITERION

Identify strategies for relating to a friend who is experiencing problems.

ACTIVITIES & STRATEGIES

Ask students to remember a time when they experienced a personal problem and received help from a friend. Ask them to reflect specifically on what the friend did or said that was helpful. Use the students' responses to generalize about productive and nonproductive helper behaviors.

Distribute copies of the resource page, "Befriending." Ask students to name some problems typically experienced by young people. List these on the board.

Divide students into pairs and have them role play situations involving the problems listed. One student plays the role of the troubled person and the other befriends him or her. After the students have practiced the exercise, ask for volunteers to demonstrate their dialogues for critiques by the class.

RESOURCES & MATERIALS

TEACHER TIP

Emphasize the importance of obtaining help from a trusted adult when a friend's behavior may be destructive to self or others.

Resource Page: "Befriending"

ESSENTIAL ELEMENT

Health. Health-related concepts and skills that involve interaction between individuals. The student shall be provided opportunities to relate giving and receiving love and maintaining friendships to consideration for the well-being of others and to personal well-being.

BEFRIENDING

Teens can help each other with problems and during times of crisis by befriending them. Befriending means being a good friend by listening, caring, accepting, understanding, and empathizing. Befriending means being there for a friend during stress, distress, or loneliness but not trying to counsel or solve problems for the friend.

Befriending means:

- active listening
- caring and accepting, showing support
- understanding and empathizing, being sensitive
- sharing pain without offering band-aid solutions or sympathy

A befriender does not:

- judge or criticize
- offer advice or opinions
- offer sympathy
- interpret or play therapist
- discuss one's own problems
- express shock or surprise
- gossip

A befriender knows when friendship is not enough: when problems seem insolvable, when the friend seems unable to cope, when the friend considers harming self or others.

When friendship is not enough, a befriender always:

- consults a responsible adult (parent, teacher, counselor, minister, or rabbi) for advice
- makes sure that the friend shares the problems with a responsible adult

LESSON OBJECTIVES

I.B-2. Describe the physical and emotional consequences of having a chemically dependent family member.

I.B-4. Discuss the effects of tobacco, alcohol, and other drug use on relationships within and outside the family.

ASSESSMENT CRITERION

Explore potential problems caused by emotional stresses of living with a family member who uses tobacco, alcohol, or other drugs.

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ACTIVITIES & STRATEGIES

Introduce the film, "Soft Is the Heart of a Child." Suggest to students that as they watch the film, they observe the way each family member responds to the father's behavior.

After they view the film, have students suggest some of the feelings that are common in families with members who abuse alcohol and other drugs. Responses might include feelings of:

- fear
- disappointment
- anger/resentment
- guilt
- frustration
- alienation
- denial
- blaming
- loss of control
- shame and embarrassment

Emphasize that alcoholism is a family illness. When one member of the family is ill, all members are affected. Explore with students the school and community resources available to help the alcoholic's family and friends.

RESOURCES & MATERIALS

TEACHER TIP

CAUTION: Students who live in alcoholic families may respond emotionally to the film.

Film or videotape, "Soft Is the Heart of a Child," available from the Texas Commission on Alcohol and Drug Abuse, a local council on alcoholism, or an education service center

Characteristics of Alcoholic Family Members

The Enabler:	**hostile, in denial, super responsible, has self-doubt**
The Hero:	**represses worth, is an over achiever, lonely, works for approval**
The Lost Child:	**avoids stressful situations, is independent, withdrawn**
The Scapegoat:	**defiant, strong, feels rejected, insecure**
The Mascot:	**hyperactive displays, high anxiety, often plays the clown.**

Roles are described in *Another Chance: Hope and Health for the Alcoholic Family* by Sharon Wegscheider.

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to practice critical thinking and rational problem solving.

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

I.A-1. Explain the physiological and psychological effects of tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Use of a systematic approach to acquire information about tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Discuss how various factors determine the effects of drugs on the body.

List the following five major factors on the board:
- personal physiological make-up (size, weight, state of health)
- personal psychological make-up (attitudes, emotions)
- the drug
- the dosage
- the setting (or situation)

Explain that tolerance and drug interactions are also important in understanding the effects of drugs on the body.
- Tolerance is defined as the body's resistance to the effects of a drug (the need for a larger dose to produce the same effect).
- Drug interaction occurs when two or more drugs are taken at the same time.

Discuss how each of the five factors listed above changes a drug's effect on the body.

Conclude by emphasizing that since factors such as setting and psychological make-up vary from one experience to another, the same person using the same drug cannot always count on the same effect. Also, with street drugs a person never knows the strength or even the content of a dose.

Follow up the discussion on the unpredictable effects of drugs with an appropriate film from a local council on alcoholism or a treatment center, or invite a physician, nurse, or EMS professional to discuss the topic based on professional experiences.

RESOURCES & MATERIALS

TEACHER TIP

Always screen films for consistent *no use* messages. Even when using professionals as guest speakers, make sure their presentations will convey the *no use* message.

ESSENTIAL ELEMENT

Health. Health-related concepts and skills that involve interaction between individuals. The student shall be provided opportunities to use a systematic approach to acquire health information.

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

I.D-3. Describe public health problems related to tobacco, alcohol, and other drug use.

I.D-4. Describe how drug use contributes to the spread of communicable disease.

ASSESSMENT CRITERION

Explore the relationship between intravenous drug use and the transmission of AIDS.

ACTIVITIES & STRATEGIES

Explain what happens in each organ when alcohol is ingested.

Discuss the fact that a drug's effect on the body depends on several factors, including how the drug is taken into the body. Some methods of ingestion are:

- smoking/inhaling
- injecting into the vein (IV)
- injecting into the muscle (IM)
- swallowing

Discuss the relationship of intravenous drug use in the transmission of AIDS by IV drug users. Show a reliable videotape. Allow time for discussion following the videotape; then have students explore opinions and perspectives further through looping. Ask for volunteers to share the perspectives that emerged as a result of the looping strategy.

RESOURCES & MATERIALS

Pamphlets on AIDS and IV drug use

Looping:
This is much like focused freewriting. One writes nonstop on a specific topic for three to five minutes about whatever comes to mind. At the end of the loop of time, the writer stops and reads what has been written, looking for a thought or idea that invites further thought. He or she circles this phrase and then uses it in a sentence for the next loop. After the writer has completed at least three loops for a piece of writing, the *center of gravity* (the main idea that the writer wants to develop) usually emerges clearly. During the process of writing the loops, no changes or corrections should be made. The idea is to write nonstop and find the center of gravity for each loop.

ESSENTIAL ELEMENT

Health. Health-related concepts and skills that involve interaction between individuals. The student shall be provided opportunities to use a systematic approach to acquire health information.

Health High School

HS

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

I.A-2. Determine the effects of tobacco, alcohol, and other drug use on self-esteem, motivation, and ability to cope.

ASSESSMENT CRITERION

Differentiate between the symptoms of a drinking problem and alcoholism (an addictive disease).

ACTIVITIES & STRATEGIES

Describe the destructive cycle created by the use of alcohol and other drugs (see Teacher Resource, "Drug Dependency and Addictive Disease").

Explain that not only addicts but all drug users can experience these consequences.

Then explain that some users of alcohol or other drugs will develop addictive disease.

Describe the symptoms of addictive disease.

Distribute worksheet, "When Does a Person Have a Drinking Problem?" Explain that questionnaires such as this one are used as screening devices to encourage problem drinkers to seek professional assessment. Go through the questions with the class, asking students to identify the characteristics of drug dependency/addictive disease that "yes" answers might identify.

RESOURCES & MATERIALS

Teacher Resource: "Drug Dependency and Addictive Disease"

TEACHER TIP

Emphasize that any drinking for a young person is a problem. The questionnaire helps screen for dependency /addiction.

Worksheet: "When Does a Person Have a Drinking Problem?"

TEACHER TIP

A good follow-up to this lesson is to have someone from a treatment center come to talk to the class about treatment of addiction and the recovery process.

ESSENTIAL ELEMENT

Health. Health-related concepts and skills that involve interaction between individuals. The student shall be provided opportunities to investigate the causes, symptoms, prevention, and treatment of communicable and noncommunicable diseases, including sexually transmitted diseases.

TEACHER RESOURCE

Drug Dependency and Addictive Disease

Drug Dependency

Any person who uses drugs risks becoming drug dependent. The following is an example of how dependency occurs.

When a person uses alcohol and/or other drugs to change feelings, cope with problems, or escape, that person enters into a self-destructive cycle. The person becomes dependent on the drug as a way of avoiding painful situations. At the same time, using the drug prevents the person from learning how to express and manage feelings, cope with change, and deal with problems. The drug never solves the problem; it creates other problems such as guilt, failure to develop coping skills, and the resultant loss of confidence in one's abilities to manage problems. The user is left with the original problem, additional problems caused by the drug use, and a reduced ability to cope. The painful combination of circumstances leads to further drug use, further problems, and further loss of confidence and skills. This vicious circle can entrap any drug user, not just the ones who become physically addicted.

Addictive Disease

Because of their physical and psychological makeup, some people who use alcohol or other drugs will develop addictive disease. Alcoholism, the most common addictive disease, shares common characteristics with other drug addictions. Addictive disease can be identified by the following symptoms:

- compulsive use of alcohol or other drugs
- loss of control over use
- continued use despite adverse consequences

Note that denial is a part of addictive disease. The victim and those close to him/her are unable to identify addiction as the primary problem.

TEACHER RESOURCE

When Does a Person Have a Drinking Problem

____1. Do you lose time from school because of drinking?

____2. Do you drink to lose shyness and build self-confidence?

____3. Is drinking affecting your reputation?

____4. Do you drink to escape from study, home, or work worries?

____5. Does it bother you if somebody says that maybe you drink too much?

____6. Do you have to take a drink to go out on a date or to fulfill some other obligation?

____7. Do you have money troubles because of buying alcoholic beverages?

____8. Have you lost friends since you started drinking?

____9. Do you hang out with a crowd that can get liquor easily?

___10. Do your friends drink less than you do?

___11. Do you drink until the bottle is empty?

___12. Have you ever had a loss of memory from drinking?

___13. Has drunk driving ever put you into the hospital or jail?

___14. Do you get annoyed with classes on drinking?

___15. Do think you have a problem with alcohol?

Permission to reprint the questions from A Message to Teenagers and Young People and AA was granted by Alcoholics Anonymous World Services, Inc.

Health High School

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

I.B-1. Observe how emotional stress leads to physical problems.

ASSESSMENT CRITERION

Describe the relationship between psychological or emotional stress and physical illness and the significance of this relationship to business management.

ACTIVITIES & STRATEGIES

Discuss symptoms of stress and relate them to symptoms of many physical diseases.

Ask students to list things such as one's social life, choice of friends, and procrastination that either cause or contribute to stress but can be controlled.

Following discussion of the list of stressors, ask students to consider how many must accumulate before a disease condition occurs.

Discuss ways to relieve stress. Have each student name one way to relieve stress that begins with the same letter as his or her first name.

Follow this activity by asking four or five student volunteers to assume the role of managers of a business. They may choose any size business—large or small—and the number of employees they want. Each manager will select a team (other students) to help him or her devise and plan for controlling stress in the workplace. Plans should be written and formally evaluated by class members for positive and realistic suggestions.

RESOURCES & MATERIALS

ESSENTIAL ELEMENT

Health occupations education. Concepts and skills related to personal business management. The student shall be provided opportunities to describe the role of management in controlling stress.

Health High School

HS

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.A-2. Realize personal uniqueness.

ASSESSMENT CRITERION

Identify qualities, characteristics, physical attributes, attitudes, and beliefs that make each individual special.

ACTIVITIES & STRATEGIES

Have each student make a list of his or her positive characteristics and share one or two with the class by acting them out and letting classmates guess what they are.

Ask students to name as many health occupations as they can in four minutes. Then have them discuss qualities needed by health care workers that would help them to be successful in their jobs.

Divide students into two groups. Have one group of students prepare a short talk for an employer on "How Positive Characteristics Will Make You the Best Person" for the job. The remaining group will act as employers and prepare job descriptions for specific health occupations.

Conclude by having students write 10 different endings to the statement, "I feel good about myself because_____ _____."

Follow this by asking for a volunteer from each group to role play a job interview. Ask other class members to listen carefully and check to determine how many of the positive characteristics/job qualifications they listed are mentioned.

RESOURCES & MATERIALS

ESSENTIAL ELEMENT

Health occupations education. Concepts and skills related to human relations and personality development. The student shall be provided opportunities to understand oneself and others.

Health High School

HS

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

I.A-4. Predict how academic and work performance might be affected by tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Demonstrate productive work habits and attitudes.

ACTIVITIES & STRATEGIES

Have students look up side effects and contraindications of certain drugs in the *Physicians' Desk Reference*.

Discuss how alcohol and other drugs can affect accuracy and safety on the job.

Invite an employer or personnel director to discuss drug testing and policies concerning drug use.

As a follow-up activity, ask students to work in groups of two or three to develop skits demonstrating productive work habits and attitudes.

RESOURCES & MATERIALS

Physicians' Desk Reference

Guest speaker (See Suggestions for Discussion Groups and Speakers, *ESR II*, p. 47.)

ESSENTIAL ELEMENT

Health occupations education. Concepts and skills related to successful employment and/or post-secondary training. The student shall be provided opportunities to demonstrate productive work habits and attitudes.

Health High School

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.C-3. Develop personal abilities and interests.

ASSESSMENT CRITERION

Develop a personal inventory of activities and explain the significance of enjoyable activities to well-being.

ACTIVITIES & STRATEGIES

Have students list enjoyable activities in which they participate. Emphasize the legal, no-use concept.

Ask them to group the activities according to (a) individual activities and (b) group activities. Then have students indicate which activities they did not do in the past month by placing a check mark beside each one.

Ask them to choose one activity they have not done recently and to determine to do that activity during the next two weeks. Have each student write a weekly plan that includes the chosen activity.

Conclude by discussing how important enjoyable activities are to one's physical and emotional well-being.

RESOURCES & MATERIALS

ESSENTIAL ELEMENT

Health occupations education. Concepts and skills associated with human relations and personality development. The student shall be provided opportunities to understand oneself and others.

Health High School

HS

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

1.A-1. Explain the physiological and psychological effects of tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Explain the physiological and psychological effects of tobacco, alcohol, and other drugs on the fetus.

ACTIVITIES & STRATEGIES

Anticipatory Set:

1. Prepare 2" x 2" pieces of paper equal to the number of students in the class.
2. On 4/5 of the papers write "healthy baby."
3. On the remaining 1/5 write "baby with defects."
4. Place all the papers in a box.
5. Focus the students' attention with a statement such as, "It is some time in the future and you are expecting your first child."
6. Direct each student to select a piece of paper from the box.

When all the students have drawn a piece of paper from the box, make a statement such as "Today, luck was the only factor in whether you had a healthy baby or a baby with a birth defect." In actuality, many factors play a part in whether the baby is healthy or not:

- genetics
- family history
- nutrition
- infection
- alcohol or other drug use

Discuss these factors briefly and assign the topics to student groups to research and report on at a later date.

Explain that the risk of birth defects can be reduced by the choices made before and during pregnancy. Discuss available choices and how to make responsible ones.

Invite an obstetrician or a pediatrician to speak to the class.

RESOURCES & MATERIALS

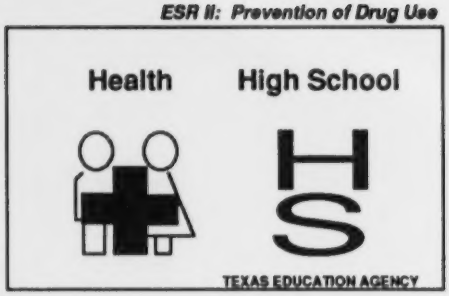
Guest speaker, see "Suggestions for Discussion Groups and Speakers," ESR II, p. 47.

ESSENTIAL ELEMENT

Health. Health-related concepts and skills that involve interaction between individuals. The student shall be provided opportunities to demonstrate responsible behavior in prevention and control of diseases and promotion of health.

LESSON OBJECTIVE

1.A-1. Explain the physiological and psychological effects of tobacco, alcohol, and other drugs.



ASSESSMENT CRITERION

Relate personal behavior of the mother to the health and well-being of the fetus.

ACTIVITIES & STRATEGIES

Explain how physical and emotional injury occurs in the fetus when the mother uses drugs, when the mother experiences withdrawal, and when the mother gives birth.

Cite resources which illustrate the risks involved in perinatal exposure to drugs. Discuss how taking drugs during this critical period can cause severe legal, financial, physical, developmental and emotional setbacks to the child.

Read "Alcohol and Other Drugs Can Harm an Unborn Baby: A Fact Sheet." Ask students for questions or reactions.

Have students respond to the narrative (see Teacher Resource). Allow time for sharing feelings, for questions, and for discussion.

RESOURCES & MATERIALS

"Alcohol and Other Drugs Can Harm an Unborn Baby: A Fact Sheet"

Teacher Resource

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to relate personal behavior to wellness.

ALCOHOL AND OTHER DRUGS CAN HARM AN UNBORN BABY

A FACT SHEET

The use of all drugs is a serious matter for pregnant women. Virtually all drugs a mother uses enter her baby's body as well as hers. The effects for the developing fetus can be much different than for the mother. Even drugs we may take for granted, such as aspirin, vitamins, and other over-the-counter items may cause harm to the unborn child.

Any drug can be unhealthy for the unborn baby. Drugs that can cause addiction or alter basic body functions (including thinking or feeling) are especially dangerous.

ALCOHOL

Drinking alcohol during pregnancy can be very dangerous to a developing baby. Children whose mothers drink frequently or heavily during pregnancy may be born with fetal alcohol syndrome (FAS). Between one and three of every 1000 babies born has FAS, one of the leading causes of mental retardation in this country.

Many more children are affected by alcohol consumption during pregnancy. They may not exhibit all or clear symptoms of FAS; however, certain behavioral and learning problems often are not identified until a child is several years old. These problems, when attributable to alcohol, are called fetal alcohol effects.

PRESCRIPTION AND OVER-THE-COUNTER DRUGS

Some prescription drugs are known to cause birth defects or other complications in a baby's development when taken during pregnancy. Among them are birth control pills, tranquilizers, and some antibiotics. The acne drug, Accutane (generic name: isotretinoin) is known to cause birth defects. Pregnant women should not take ibuprofen. Even seemingly harmless vitamins can "pile up" in the body and cause damage to an unborn baby. Usually, eating a variety of foods will likely supply all the vitamin needs of a pregnant woman and her unborn child.

CIGARETTES

Women who smoke while pregnant have a higher percentage of stillborn babies, miscarriages, and premature deliveries than women who do not smoke. They are also more likely to have lower birth weight babies who are at greater risk of dying soon after birth.

TEACHER RESOURCE

NARRATIVE

Some general principles exist concerning children who were exposed to drugs prenatally;

- The baby/toddler often lacks facial affect. The child does not give feedback during play, resulting in a decrease of interaction with the adult caregiver. "Normal" children coo and smile, which serves as positive reinforcement and encourages adults to play with them.

- Language develops poorly. For example, a linguist observed a videotape of two children at play. The "normal" child had 73 different vocalizations during the tape while the prenatally drug exposed child had only 13.

- The child with a history of prenatal exposure to drugs if often unaware of the caregiver's presence. The child does not cry when left or respond significantly when the caregiver returns.

- A need for external control for these youngsters has been discovered. For example, a two-year-old needed to be swaddled with a loving arm or a soft blanket at certain times to help him settle down.

- These children should not be labeled "drug babies." Too often, when children start to school with a label, they are treated as damaged goods.

Taken from "The Effects of Prenatal Exposure to Drugs on Development Beyond The Infancy Period." Sara Simpson, M.A., Teacher Coordinator, Project PRIDE at UCLA.

Health High School

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

1.A-1. Create awareness of the physiological and psychological impact of tobacco, alcohol, and other drugs on the individual.

ASSESSMENT CRITERION

Depict abstinence from alcohol and other drugs as a responsible and healthy behavior.

ACTIVITIES & STRATEGIES

Does alcohol affect a baby even before it is born?

Use the following information and suggested pamphlet to discuss the effects of alcohol on fetal development.

- When a person drinks alcohol, it goes directly from the stomach to the blood stream.
- During pregnancy, the mother's blood and the baby's blood never mix but exchange nutrients and wastes at the placenta.
- The placenta is the organ that is attached to the mother and to the baby. Oxygen, nutrition, and a variety of chemicals are passed to the baby; carbon dioxide and waste are taken from the baby.
- Alcohol from the pregnant woman's blood stream easily crosses the placenta and enters the baby's bloodstream.
- Alcohol affects the growing baby much more than it affects the mother because of the baby's smaller size.
- The effects of alcohol on a baby are more severe and more permanent .
- Alcohol may interfere with normal fetal development, causing changes that persist throughout the baby's life.
- Fetal alcohol syndrome is the leading cause of mental retardation in the U.S. and is 100% preventable.

Have the students make oral or written reports on fetal alcohol syndrome and fetal alcohol effects.

RESOURCES & MATERIALS

Pamphlet: *Three Words About Drinking: Don't Do It*, from the March of Dimes Preventing Birth Defects Foundation, 1275 Mamaroneck Avenue, White Plains, NY 10615

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to demonstrate responsible behavior concerning tobacco, alcohol, and other drugs.

LESSON OBJECTIVE

III.A-6. Recognize the importance of parents as primary role models for self-esteem, health, and behavior.

Health High School

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TEXAS EDUCATION AGENCY

ASSESSMENT CRITERION

Elaborate upon the importance of parents as role models and discuss ways they can contribute to the health of their children.

ACTIVITIES & STRATEGIES

There are many decisions that individuals must make as children, teenagers, and young adults that will ultimately affect the health of their future children.

Ask students to imagine themselves as happily married adults and parents of children. Have them consider what they want for their children and what they would do to insure that their children have healthy minds and bodies.

Suggest that they write letters to their future children, telling of their commitment to them. Ask them to include at least two ways they plan to contribute to the children's health and happiness.

Have students discuss some of the ways that they, as parents-to-be, can contribute to the health of unborn children. Encourage them to think about the dangers of drug use in relation to birth defects.

RESOURCES & MATERIALS

Resource: *Someday I Might Be A Parent,* educational kit including videocassette from March of Dimes, Preventing Birth Defects Foundation

ESSENTIAL ELEMENT

Health. Health-related concepts and skills that involve interaction between individuals. The student shall be provided opportunities to demonstrate responsible behavior in prevention and control of diseases and in promotion of health.

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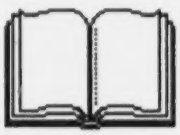

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

II.B-5. Predict the effects of misinformation concerning tobacco, alcohol, and other drugs.

II.A-1. Name and categorize various types of drugs, medicines, and abused substances.

ASSESSMENT CRITERION

Prepare a speech on common misunderstandings and fallacies regarding the consequences of tobacco and alcohol use to be delivered to a specific audience.

ACTIVITIES & STRATEGIES

Discuss the concept of writing for a specific audience and choosing topics, vocabulary, approach, and style that will be easily understood by a particular group of people.

Have students suggest the kinds of changes that would have to be made in a speech on alcohol and drug use intended for the following groups:

- a youth group of preteens at a local church
- a general high-school-age audience
- a Parent Teachers Association (PTA) meeting
- a group of athletes training for the Olympics
- a group of teenagers in a drug rehabilitation program

Divide the class into small groups and assign each group a specific audience. Instruct each group to conduct research and write a speech about the negative effects of tobacco, alcohol and other drug use.

Stress that groups should carefully consider the purpose of the speech and the appropriateness of the material for the intended audience.

Have each group elect a representative to read its speech aloud. Ask the class members to listen to the speech as though they were the intended audience. Then have them critique the speech on how well it was suited to the audience and the occasion.

RESOURCES & MATERIALS

TEACHER TIP

This activity can be used with individual students as well as groups. You can also adapt the activity by having students write short paragraphs aimed at the assigned audience.

ESSENTIAL ELEMENT

Public speaking. Topic selection. The student shall be provided opportunities to become acquainted with the process and criteria for selecting ideas for public communication such as choosing the subject, discovering ideas within the subject, shaping ideas to suit the audience, purpose, and occasion.

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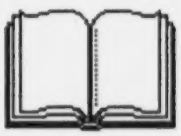

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

II.D-4. Identify community programs and resources.

ASSESSMENT CRITERION

Organize information gathered from programs, clubs, and other citizen-sponsored groups within the community that help people deal with drug-related problems.

ACTIVITIES & STRATEGIES

Have each student write a paper describing a community organization that assists people with drug-related problems. Such organizations include Alcoholics Anonymous, area councils on alcohol and substance abuse, rehabilitation centers, and privately operated treatment centers.

Students should find out what services the organization offers, who can receive those services, the cost of services, and other important facts about the organization itself. Encourage students to call and, if possible, visit the organization to gather information for the report.

When the reports are completed, allow each student to read his or her report to the class. Encourage students to answer questions posed by their classmates. If students are unable to answer questions, encourage them to do additional research and share the answers with the class.

RESOURCES & MATERIALS

Area councils on alcohol and substance abuse, Alcoholics Anonymous, Al-Anon, and treatment centers

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ESSENTIAL ELEMENT

English I. Writing concepts and skills. The student shall be provided opportunities to write multiple-paragraph compositions incorporating information from sources other than personal experience. (Can be adapted to correlated language arts.)

Language Arts High School

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

II.B-2. Recognize the consequences of the media's presentation of tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Distinguish fact from fiction in tobacco, alcohol, and other drug advertising.

ACTIVITIES & STRATEGIES

Discuss and categorize persuasive devices such as the following that are used to advertise alcohol and/or other drugs:

- Party appeal: Ads using this appeal depict people having a good time. The theme sends the message that if you use the product, you'll have a good time also.
- Success appeal: Ads using this appeal feature people in posh, comfortable environments and push the message that you will become successful if you use the product.
- Independence appeal: Ads using this appeal feature people with a lot of confidence and an independent attitude. These ads sell the message that you will become independent and confident as well if you use this product.
- Bandwagon appeal: Ads using this appeal feature a large group of people doing something. This appeal sends the message that *everyone* uses this product so you should too.
- Sex appeal: Ads using this type of appeal feature couples involved in romantic or flirtatious activities. These ads push the theme that if you use this product, you will find romance.

Instruct students to maintain a log of commercials during three hours of TV viewing, noting in particular all types of medicines that are advertised. Categorize each commercial by the type of persuasion used.

Have students share their findings by compiling a list of commercials and writing them on the board or on a transparency. Determine patterns that develop indicating differences in the types of persuasion used to sell drugs. Discuss why certain techniques may be particularly effective in selling medicines.

RESOURCES & MATERIALS

ESSENTIAL ELEMENT

English I. Reading concepts and skills. The student shall be provided opportunities to distinguish between fact and nonfact. (Can be adapted to correlated language arts.)

LESSON OBJECTIVE

I D-2. Analyze the effects of tobacco, alcohol, and other drug use on crime rates and the economy.

Language Arts High School

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TEXAS EDUCATION AGENCY

ASSESSMENT CRITERION

Relate the effects of teenage drug use to crime rates and the economy.

ACTIVITIES & STRATEGIES

Distribute the worksheet, "Drugs and Students," and instruct students to rewrite the paragraph, correcting all errors in grammar, punctuation, spelling, and usage.

When students have completed the worksheet, ask for a volunteer to read the paragraph aloud. Test student comprehension by engaging the class in a discussion of the main idea of the paragraph—the effects of drug use on teenagers.

After students check their paragraphs for errors in punctuation, grammar, and spelling, ask them to summarize the worksheet information and the class discussion by writing an editorial (three or four paragraphs) on the topic, "Drugs Deter Learning."

RESOURCES & MATERIALS

Worksheet: "Drugs and Students"
Teacher Resource: "Drugs and Students: Answer Key"
Reference: *Schools Without Drugs*, US Department of Education publication, p. 10.

ESSENTIAL ELEMENT

English I. Writing concepts and skills. The student shall be provided opportunities to proofread written work for punctuation, spelling, grammatical and syntactical errors, paragraph indentation, margins, and legibility of writing.

NAME_____ DATE_____

Drugs and Students

Proofread this paragraph. Then rewrite it to correct errors in grammar, spelling, and punctuation.

Drugs not only transform schools into marketplace's for dope deals, but they also lead to the distruction of property and to classroom disorder. Between high school seniors, heavy drug users is more than three-times as like to vandilize school property and more than twice as likely to have been involved in a fight at School or at work than nonusers. Students on drugs create a climate of apathy; disruption; and disrespect for others. For example, among teenage callers to a National cocaine hotline, 32 percent reported that they sold drugs and 64 percent said that they stole from family friends or employer's to buy drugs. A drug-ridden environment is a strong deterent to learning, not only for drug users but for other students as well.

Drugs and Students
Answer Key

(Students) Proofread this paragraph. Then rewrite it to correct errors in grammar, spelling, and punctuation.

(Teacher) Students' worksheets contain errors in spelling, grammar, and punctuation. These errors are italicized in the paragraph below, with the corrections in parentheses.

Drugs not only transform schools into *marketplace's* (marketplaces) for dope deals, but they also lead to the *distruction* (destruction) of property and to classroom disorder. *Between* (Among) high school seniors, heavy drug users *is* (are) more than *three-times* (three times) as *like* (likely) to *vandilize* (vandalize) school property and more than twice as likely to have been involved in a fight at *School* (school) or at work than nonusers. Students on drugs create a climate of *apathy; disruption; and* (apathy, disruption, and) disrespect for others. For example, among teenage callers to a *National* (national) cocaine hotline, 32 percent reported that they sold drugs and 64 percent said that they stole from *family friends or employer's* (family, friends, or employers) to buy drugs. A drug-ridden environment is a strong *deterent* (deterrent) to learning, not only for drug users but for other students as well.

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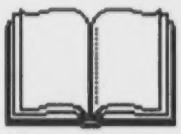

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

II.C-1. Identify and acknowledge federal, state, and local laws as well as school policies regarding all aspects of tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Examine issues surrounding the use, possession, and sale of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Divide the class into teams. Have each team choose one of the following topics to debate:

- advertising tobacco and alcohol products
- prohibiting smoking in public places
- the legal drinking age in Texas
- prohibiting smoking on airplane flights
- open container laws

Allow students to choose a topic and decide which side they want to argue. If any topic has students assigned to the "pro" viewpoint but not the "con" viewpoint, encourage students to volunteer to argue the opposing view. Then have them research the topic to gather facts to support their arguments.

Have the rest of the class evaluate the effectiveness of each team of debaters based on the following criteria:

- Was each side of the issue represented well? Did students on each side participate in the discussion?
- Did students on each side have facts to back up their arguments?
- How successful were students on each side in persuading the audience to accept their view?

RESOURCES & MATERIALS

Copies of federal, state, and local ordinances governing smoking in public places.

TEACHER TIP

Be sure the discussion stays focused on the fact that drugs are harmful. The purpose of this activity is to discover through research the necessity of drug laws, not to question them.

ESSENTIAL ELEMENT

Introduction to speech. Communication. Communication through public address—speech preparation. The student shall be provided opportunities to use effective research skills to gather information and support data.

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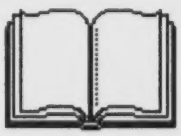

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

III.B-5. Identify ways to cope with peer and social pressure to use tobacco, alcohol, and other drugs.

III.B-6. Explain the importance of rules and laws.

ASSESSMENT CRITERION

Describe examples of peer and social pressure that cause individuals to use tobacco, alcohol, and other drugs. Summarize the benefits of enacting and enforcing rules and laws.

ACTIVITIES & STRATEGIES

Discuss the four elements of a story: characters, setting, conflict, and theme.

Divide the class into small groups and give each group:

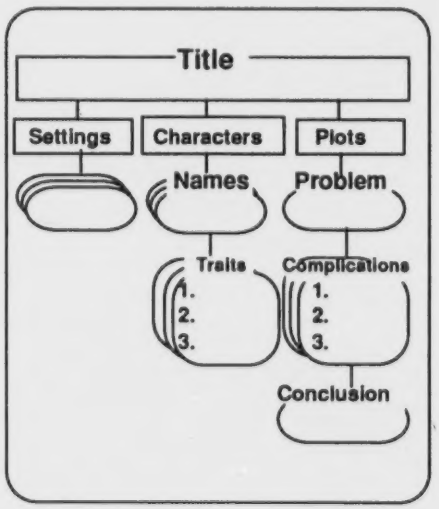
- names of three characters
- a setting such as a beach in California, a subway in New York, the Texas State Fair
- a conflict such as human vs. human, human vs. nature, human vs. society
- one of the following themes:
  - effects of drug use on crime rates, the economy, families
  - coping with peer and social pressure
  - Importance of rules and laws

Have each group use a story map to develop and write a story that combines the four essential story elements. Then ask each group to choose one member to read its story aloud to the class. Ask the class to identify the conflict and theme in each story.

Assign students a story to read and have them apply the story map to the selection.

RESOURCES & MATERIALS

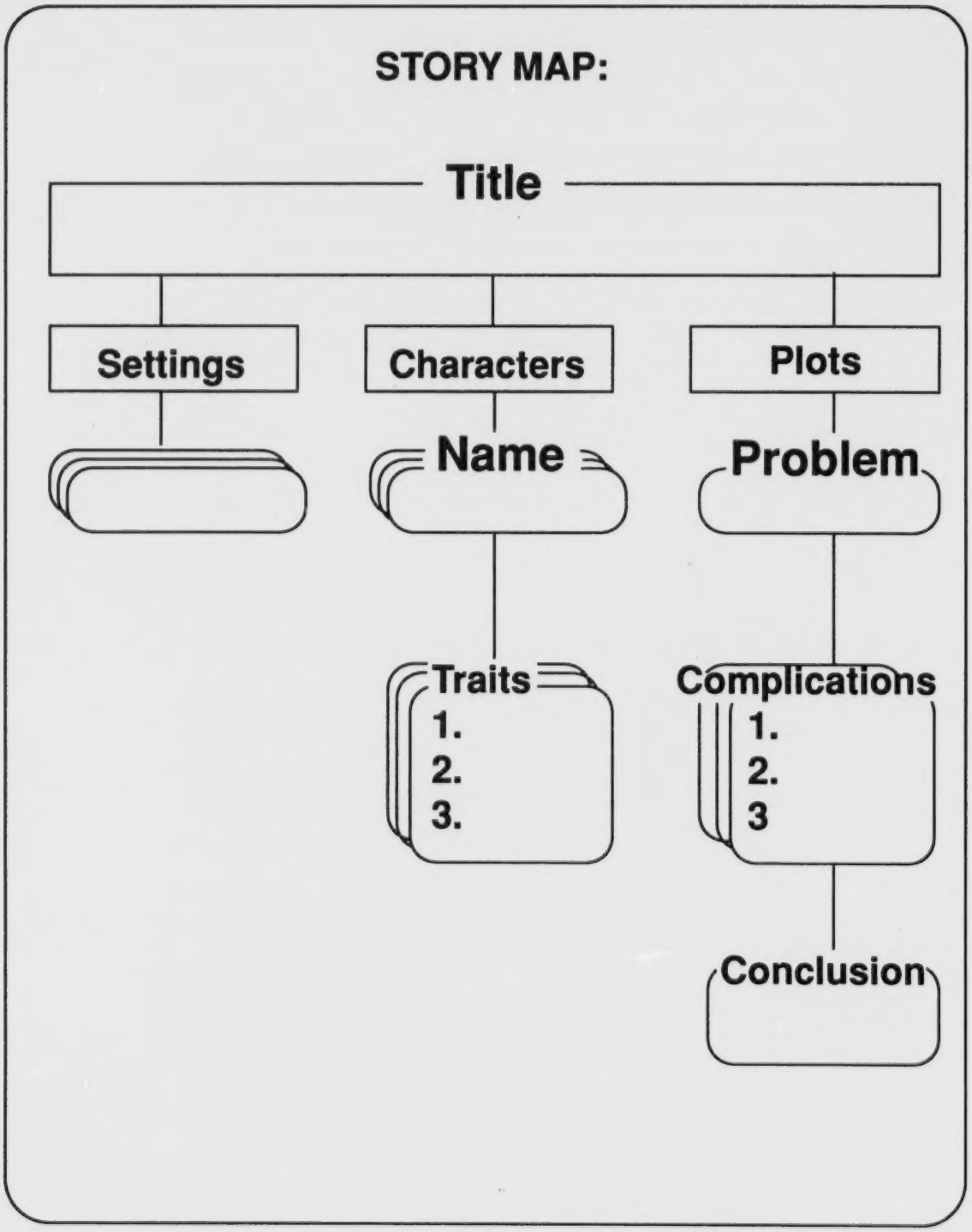
STORY MAP:



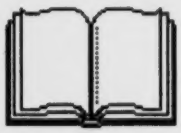
Overhead transparency: Story Map

ESSENTIAL ELEMENT

English II. Writing concepts and skills. The student shall be provided opportunities to use the composing process to plan and generate writing.


STORY MAP:
Title
Settings
Characters
Plots
Name
Problem
Traits
1.
2.
3.
Complications
1.
2.
3
Conclusion

Language Arts High School



HS

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.B-3 Distinguish what individuals can control and what they cannot control.

ASSESSMENT CRITERION

Consider the importance of decision making in an individual's life.

ACTIVITIES & STRATEGIES

Open the class by asking the following questions:

- What kinds of decisions do you make every day?
- Do these everyday decisions affect your future?
- What decisions do you have to make as a modern teenager that other people do not have to make? That teenagers a generation ago did not have to make?
- What long-term decisions will you be making in the next few years?

Distribute the handout, "The Road Not Taken," and read Robert Frost's poem aloud. Allow a few minutes for students to consider (silently) the questions asked. Then lead a discussion about the poem. (See Teacher Resource, " 'The Road Not Taken': Suggestions for Class Discussion.")

Conclude by having students write a journal entry or short essay on crossroads they have encountered in their lives.

RESOURCES & MATERIALS

Handout: "The Road Not Taken"

Teacher Resource: " 'The Road Not Taken': Suggestions For Class Discussion"

ESSENTIAL ELEMENT

English III. Literature concepts and skills. The student shall be provided opportunities to recognize the major authors, periods, forms, and works in American literature.

NAME_____ DATE_____

The Road Not Taken

by Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear:
Though as for that, the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I —
I took the one less traveled by,
And that has made all the difference.

Making choices is often difficult. Sometimes we can't be sure whether the decision we've made is the right one.

1. Do you believe the speaker of this poem made the right decision? Give the reason for your answer.

_____

_____

_____

2. Have you encountered two roads in your own life?

_____

3. Did your choice affect your life? In what ways?

_____

_____

_____

TEACHER RESOURCE

"The Road Not Taken"

Suggestions for Class Discussion

Literal Level

- Where was the speaker standing while making the decision?
- How were the roads different?
- What choice did the speaker have to make? What did he decide?

Interpretive Level

- Look at the last three lines of the poem. Do you think the speaker feels that he made the right decision? Support your answer with specific words and phrases from the poem.
- What kind of decision do you think he was making? (Long-term? Short-term?)

Critical Level

- If you were in the speaker's position, which road would you choose? Why?
- What advice might the speaker give about looking back on decisions we've made in our lives?
- Have you ever had to choose between two roads in your life?
- How well does the theme of this poem fit your own life?

WE'RE PUSHING FOR A DRUG-FREE STATE
TEXAS EDUCATION AGENCY
ESR II

Language Arts High School

HS

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.A-2. Realize personal uniqueness.

ASSESSMENT CRITERION

Compose a diamante´identifying personal qualities, characteristics, physical attributes, attitudes, and beliefs that make the subject special.

ACTIVITIES & STRATEGIES

Ask the students to think of ways in which people differ from each other. List differences on the board. The list might include hair color, height, hobbies, jobs, abilities, or personality traits. Suggest that students use the differences listed as a springboard for ideas in writing a diamante´ about a classmate. The diamante´ should be a validation of the subject's positive traits and appearance.

Distribute the worksheet, "I Am," and instruct students to use it as a guide to write a poem about themselves. Give the students ample time to complete the worksheet.

Some of the poems may be personal and sensitive; therefore, no student should be required to read his poem aloud. If students keep journals, the poems may be entered into the journals.

RESOURCES & MATERIALS

Diamanté:

____ Subject's name
____ ____ ____ three adjectives
____ ____ ____ ____ ____ five nouns
____ ____ ____ three participles
____ Subject's name

Worksheet: "I Am"

ESSENTIAL ELEMENT

English II. Language concepts and skills. The student shall be provided opportunities to choose appropriate words to convey intended meaning.

NAME_____ DATE_____

I Am

Write a poem about yourself using the pattern below as a guideline.

First, make a list of adjectives that describe you. Write five or six adjectives under each heading below:

Physical Traits	Personality Traits
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Now, circle the six adjectives that you believe describe you best. Choose words that especially distinguish you from anyone else in the class.

Review the six words you circled and think of one word to summarize the person they describe. Write it here: _____

Write a poem about yourself on the lines below. Put the adjectives you circled on the first six lines, then write the summary word on the last line. An example is given for you.

I Am

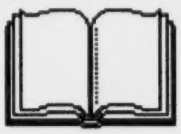
I Am
Lonely
Frightened
Blue-eyed
Ambitious
Eager
Happy
I am unique.

_____
_____
_____
_____
_____
_____

I am _____

WE'RE PUSHING FOR A DRUG-FREE STATE
TEXAS EDUCATION AGENCY
ESR II

Language Arts High School



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TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

I.A-2. Determine the effects of tobacco, alcohol, and other drug use on self-esteem, motivation, and ability to cope.

I.A-3. Recognize the effects of tobacco, alcohol, and other drug use on interpersonal communication and relationships.

ASSESSMENT CRITERION

Recommend ways to cope with the physiological and psychological effects of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Read the following passage to the class:

Every day after school, Phillip headed reluctantly toward his run-down house on Fifth Street. He hated going home because he could never tell whether his mother would be sober. If she'd been on one of her drinking binges, he would see an empty bottle or two and an overflowing ashtray on the kitchen table when he walked in. The house would usually be a shambles, too. When this happened, Phillip would walk around quietly, hoping not to disturb or anger his mother while she was in this state. He felt helpless because he didn't know how to help his mother with her drinking problem.

After reading the passage, write on the board: "Today Phillip walked into the house and..." Have the students use the story map strategy to develop a narrative progression.

Give the students 15 minutes to complete the story in whatever way they wish. When the time is up, ask for volunteers to read their endings aloud. Encourage the class to discuss each ending.

Extend this lesson by discussing ways to help Phillip. Assign students the task to identify community agencies where Phillip can seek assistance.

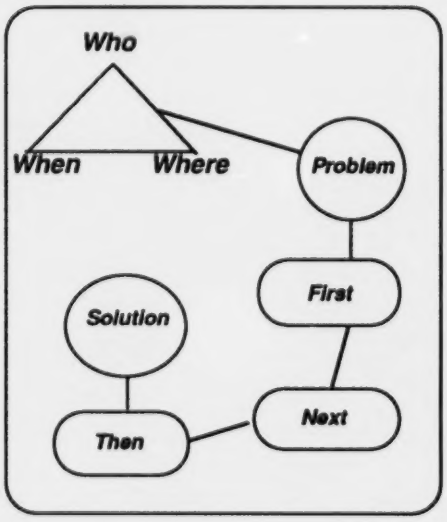
RESOURCES & MATERIALS

Film: "She *Drinks a Little*"
Available from the Texas Commission on Alcohol and Drug Abuse or a local council on alcoholism.

TEACHER TIP

Parental drinking is a sensitive subject. The teacher should be alert for students who are very uncomfortable or have problems with this activity. Students should be referred to the school counselor if necessary.

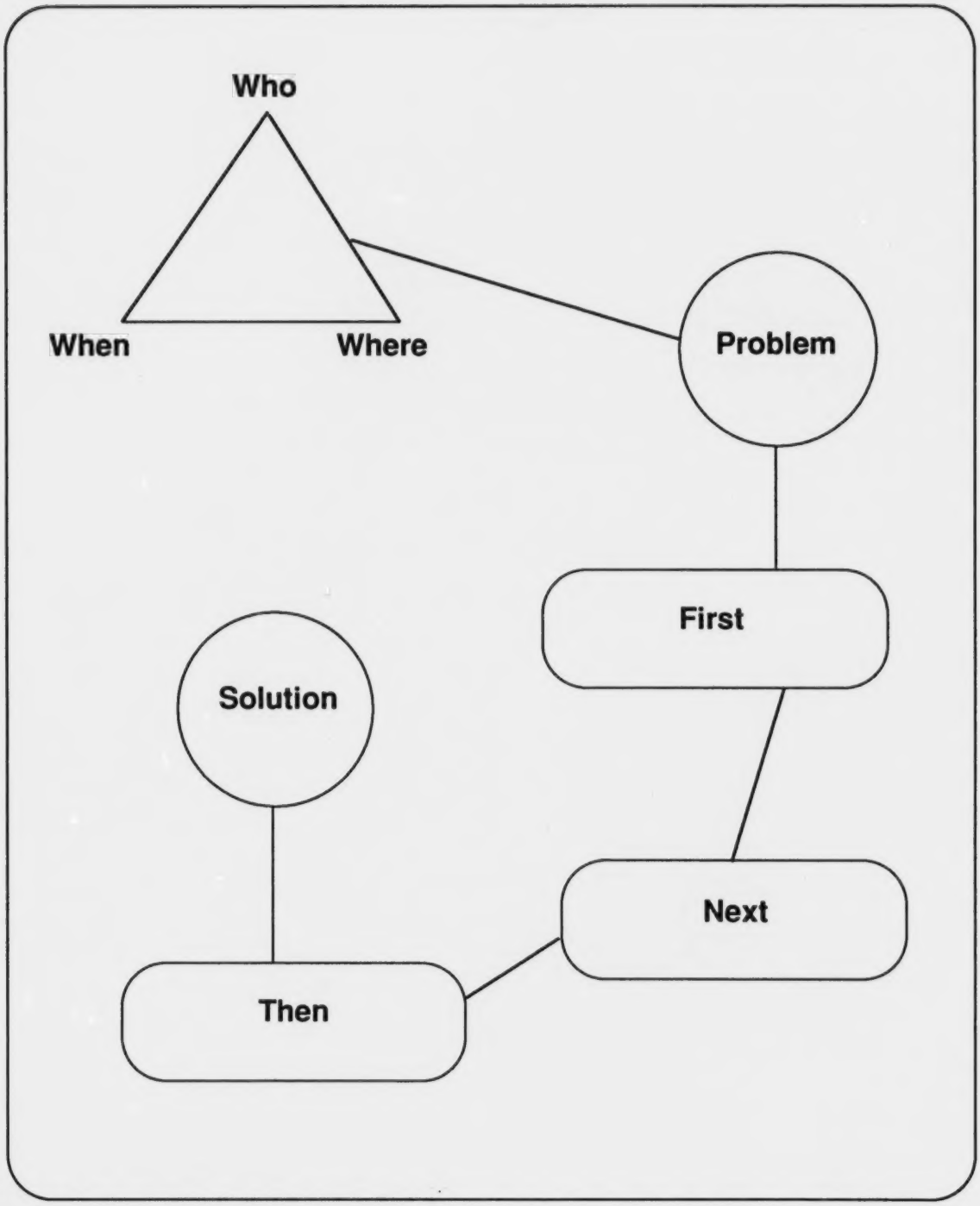
STORY MAP:



ESSENTIAL ELEMENT

English I. Writing concepts and skills. The student shall be provided opportunities to use the composing process to plan and generate writing.

Story Map



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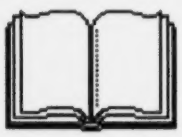
LESSON OBJECTIVE

I.A-7. Consider the legal consequences of tobacco, alcohol, and other drug use.

Language Arts High School



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TEXAS EDUCATION AGENCY

ASSESSMENT CRITERION

Compare possible penalties for use, possession, and sale (first-time and repeat offense, underage or otherwise) of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Divide the class into groups. Assign each group a topic relative to alcohol and driving. Sample report topics are:

- chemical test laws in Texas
- various penalties for DWI offenses in Texas
- methods for testing blood alcohol levels
- legal definitions of DWI
- common misconceptions about what constitutes drunkenness

Allow each group library time to research its topic and prepare an oral report to be given in front of the class. After all the reports have been presented, have each student write a persuasive paragraph or essay relevant to one of the topics presented.

Arrange for a speaker from the Texas Alcoholic Beverage Commission to talk to the class.

RESOURCES & MATERIALS

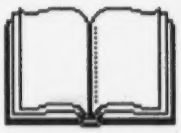
Guest speaker. See "Suggestions for Discussion Groups and Speakers." *ESR II*, p.47.

ESSENTIAL ELEMENTS

• English II. Writing concepts and skills. The students shall be provided opportunities to write persuasive discourse of a variety of types.

• English II. Language concepts and skills. The student shall be provided opportunities to use oral language effectively in a variety of situations. (Can be adapted to correlated language arts.)

Language Arts High School



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TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

I.D-3. Describe public health problems related to tobacco, alcohol, and other drug use.

I. A-1. Explain the physiological and psychological effects of tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Describe mental and health problems related indirectly to the use of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Use the exercises on the worksheets to reinforce lessons on subjects and verbs, prepositional phrases, and simple, compound, and complex sentences.

When students complete and check the worksheets, divide the class into three groups and assign one worksheet to each group. Ask the students to organize sentences on the assigned worksheet into a brief report.

RESOURCES & MATERIALS

Worksheet: "Subject and Verbs"
Worksheet: "Prepositional Phrases"
Worksheet: "Simple, Compound, and Complex Sentences"

ESSENTIAL ELEMENTS

• Correlated language arts III. Language concepts and skills. The student shall be provided opportunities to recognize the forms of all parts of speech and the functions they perform in sentences.

• Correlated language arts III. Language concepts and skills. The student shall be provided opportunities to produce well-formed simple, compound, and complex sentences.

NAME_____ DATE_____

Subjects and Verbs

In the following sentences, underline the **subject** once and the **verb** twice.

1. AIDS is a fatal disease of the immune system.
2. The AIDS virus itself does not kill people.
3. AIDS victims die from other infections that would normally not be fatal.
4. More than half of all AIDS victims die from pneumonia.
5. Other killers are rare cancers and viruses.
6. In the late 1970s, AIDS was almost unknown in the United States.
7. By 1985, the International Conference on AIDS estimated that 1,000,000 people had been infected.
8. AIDS is passed from person to person by sexual contact, by drug injections from infected needles, and by receiving blood transfusions of infected blood.
9. Currently, no cure for AIDS exists.
10. Most victims eventually die.
11. AIDS is considered one of the most serious public health problems facing our world today.

NAME_____ DATE_____

Prepositional Phrases

In the following sentences, underline every prepositional phrase twice.

1. Eighty percent of the women in Texas prisons are there on drug-related charges.
2. Reaction time for motor skills is reduced by 41 percent after one marijuana cigarette.
3. Drugs have no respect for social status, locality, or income.
4. Education is a key in the battle against drug use.
5. Drug use leads to lower productivity in the workplace.
6. Addiction in any form can lead to the breakdown of the family unit.
7. Consequences of seemingly harmless drug use can last for years.
8. Sidestream smoke comes directly from the burning end of a cigarette.
9. Sidestream smoke is more harmful to the passive smoker than mainstream smoke.
10. The use of tobacco greatly increases the risk of heart disease and cancer.

NAME_____ DATE_____

Simple, Compound, and Complex Sentences

Combine each set of two sentences into one good sentence. Label the sentence simple, compound, or complex.

1. a. Driving drunk is an economic problem.
   b. Driving drunk costs American taxpayers $24 billion annually.

2. a. Marijuana is illegal.
   b. Marijuana damages the lungs and hormone system.

3. a. One episode of inhalant use can cause harm.
   b. Inhalant use can disturb vision, impair judgment, and cause sudden death.

4 a. Cocaine use can cause death.
   b. Cocaine may disrupt the brain's control of the heart and respiration.

5. a. Designer drugs may be several hundred times stronger than the drugs they are designed to imitate.
   b. As little as one dose of designer drugs can cause brain damage.

Language Arts High School

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

I.A-2. Determine the effects of tobacco, alcohol, and other drug use on self-esteem, motivation, and the ability to cope.

I.A-3. Recognize the effects of tobacco, alcohol, and other drug use on interpersonal communication and relationships.

ASSESSMENT CRITERION

Identify the physiological and psychological effects of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Have students research the life of a famous person such as Betty Ford, Ann Richards, Joan Kennedy, Johnny Carson, and Ed McMahon.

The information gathered should focus on factors that contributed to the development of alcoholism, how long it took the victims to accept the fact that they had a problem, how their families reacted, how the individuals fought the disease, and how the disease changed their lives. Information may be shared with the class through oral reports followed by group discussion.

RESOURCES & MATERIALS

Group Discussions, "Suggestions for Discussion Groups," *ESR II*, p.47.

ESSENTIAL ELEMENT

English III. Writing concepts and skills. The student shall be provided opportunities to write longer compositions incorporating outside information with documentation. (Can be adapted to correlated language arts.)

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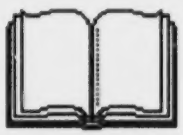

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

I.D-3 Describe public health problems related to tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Predict the impact of the use of tobacco, alcohol, and other drugs on a community.

ACTIVITIES & STRATEGIES

Open a discussion on the harmful effects of breathing smoke from someone else's cigarette (including "contact high" from marijuana) by asking students how they feel when they are around smokers. Do they experience physical discomfort because of the smoke? Do they mind if other people smoke? What if the room is small and has poor ventilation?

Explain that the smoke coming directly from the burning end of a cigarette is called sidestream smoke. The harmful effects of sidestream smoke on nonsmokers has made smoking in public places a controversial issue.

Ask students the following questions and encourage them to express their opinions forcefully:

- What types of businesses should have no-smoking policies? Why?
- Whose job should it be to keep smokers from bothering nonsmokers? Private citizens? Companies? Police? Government groups?
- Is it a violation of smokers' rights to prohibit smoking? Is it a violation of nonsmokers' rights to force them to breathe sidestream smoke?
- What is your school's policy regarding smoking? Is there a different policy in effect for teachers? Is so, why?

Divide the class into groups and distribute copies of the worksheet, "You Be the Judge." Have the groups read each case and make a decision about the issue raised at the end of the case. Bring the class together again and discuss the judgments made by the groups.

RESOURCES & MATERIALS

TEACHER TIP

Sidestream smoke is made up of:

- **carbon monoxide, ammonia, hydrogen cyanide**
- **tars and nicotine**
- **arsenic and nickel**
- **radioactive materials**

Worksheet: "You Be the Judge"

ESSENTIAL ELEMENT

English II. Reading concepts and skills. The student shall be provided opportunities to evaluate and make judgments.

NAME_____ DATE_____

You Be the Judge

You are the judge in the following cases. What is your judgment?

1. Debbie Garber has worked next to Elliot Hamner for many years. Both of them attach aglets to shoelaces for a major shoelace firm in the northeast. Ms. Garber just had a physical checkup, and the doctor says she has bronchitis; furthermore, he says her lungs look as though she has smoked a pack of cigarettes a day for many years. Ms. Garber has never smoked, but Mr. Hamner is a chain smoker. Ms. Garber's physician says it's conceivable that Mr. Hamner's sidestream smoke contributed to her bronchitis. Ms. Garber complained only once about Mr. Hamner's smoke; that was on the first day she came to work. Her floor supervisor said he would look into the matter. That was 21 years ago, and now Ms. Garber feels victimized. She sues Hamner, her floor supervisor, and the firm, claiming that she shouldn't have to pay for medical expenses which are a direct result of her work environment.

Who should pay for Ms. Garber's medical expenses?

2. The Chez Charlene French Restaurant has always had a sign posted at the entrance to the dining room that reads, "Diners are asked not to smoke. Thank you. The Management." However, many people ignore the sign, and the policy is not enforced. One evening, Jack Paysuch takes a table in the corner and proceeds to smoke cigarettes during his customary dinner of *coq au vin*. As he puts on his coat to leave, Mr. Paysuch places his still-burning cigarette on the edge of the table. It falls off, setting fire to the green acetate drapes dividing the main dining room from the Bearnaise banquet room. Within minutes, the restaurant is ablaze. Luckily, no one is hurt, but the establishment is a total loss. Charlene, the proprietor of Chez Charlene, sues Paysuch for the cost of rebuilding her restaurant.

Who should pay for rebuilding the Chez Charlene?

3. Percy and Mary Shelley have planned to celebrate their anniversary by flying to the island of Tonga. When the big day arrives, they present their tickets to the agent and ask for the nonsmoking section. "I'm sorry," says the agent, "the nonsmoking section is full. We'll have to seat you in the smoking section." The Shelleys refuse to accept the arrangement. Percy has a delicate constitution and would never survive the 16-hour trip inhaling cigarette smoke. "When's the next flight to Tonga?" they ask. "In three weeks," replies the agent. Since the Shelleys can't reschedule their vacation and since they can't change the date of their anniversary, they ask for their money back. They celebrate their anniversary by attending a local literary symposium and checking into a downtown motel. Two months later, Mary sues the airline for mental anguish caused by their plans being cancelled.

Should the Shelleys collect any damages?

WE'RE PUSHING FOR A DRUG-FREE STATE
TEXAS EDUCATION AGENCY
ESR II

LESSON OBJECTIVE

I.D-1. Evaluate the relationship between tobacco, alcohol, and other drug use and the need for treatment facilities.

ASSESSMENT CRITERION

Describe the necessity of counseling and treatment for the use of tobacco, alcohol, and other drugs.

Language Arts High School

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TEXAS EDUCATION AGENCY

ACTIVITIES & STRATEGIES

Have students identify various facilities and support groups for drug-related problems in the community and compare the purposes and costs of the available facilities and programs.

Have the students write letters to a legislator about the need for treatment facilities. Require documented information to support the requests being made.

If the students are not familiar with the persuasive writing strategy, use an overhead transparency to demonstrate the technique.

RESOURCES & MATERIALS

TEACHER TIP

If taught in a rural school district this lesson will have to be modified to focus on facilities in the nearest metropolitan area.

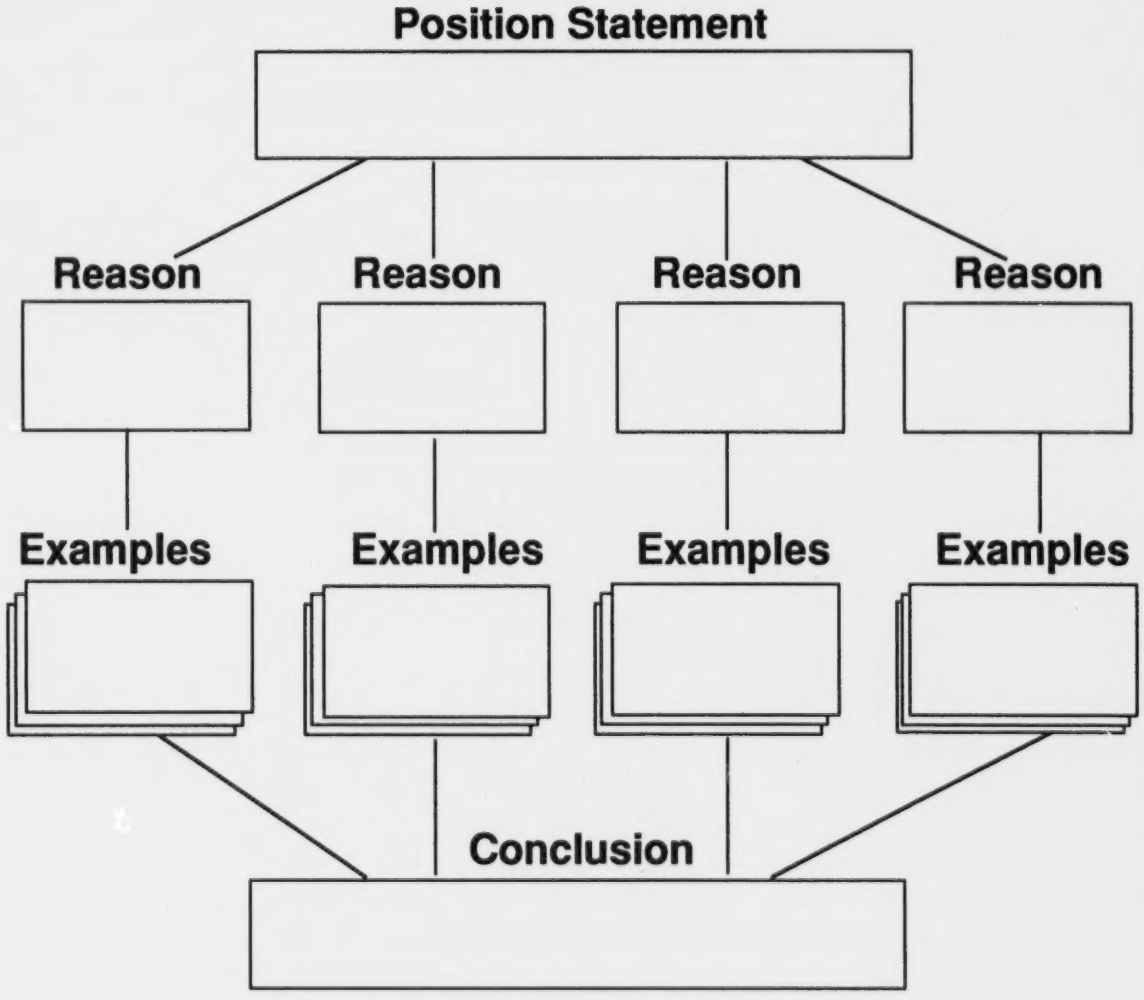
Overhead transparency: Persuasive/ Descriptive Writing

ESSENTIAL ELEMENTS

• English IV. Writing concepts and skills. The student shall be provided opportunities to use the composing process to plan and generate writing.

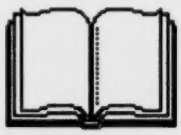
• English IV. Writing concepts and skills. The student shall be provided opportunities to write longer compositions incorporating outside information with documentation. (Can be adapted to correlated language arts.)

Persuasive/ Descriptive Writing



WE'RE PUSHING FOR A DRUG-FREE STATE
TEXAS EDUCATION AGENCY
ESR II

Language Arts High School



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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

I.D-3. Describe public health problems related to tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Predict the effects of mental and physical health problems related to the use of tobacco, alcohol, and other drugs on the community .

ACTIVITIES & STRATEGIES

Have students read the novel, *Brave New World*, and write essays discussing how the removal of soma (an intoxicating plant juice) in the society described in the book would have changed the Brave New World. Ask them to relate this to changes in today's world that would result from the removal of drugs from our society.

RESOURCES & MATERIALS

Brave New World by Aldous Huxley

ESSENTIAL ELEMENT

English IV. Writing concepts and skills. The students shall be provided opportunities to analyze the presentation of ideas in written discourse, including forms of logical reasoning, common fallacies of reasoning, and techniques of persuasive language.

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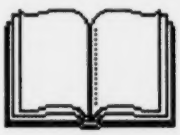

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.A-4. Identify people, places, and events that influence personal life-style.

ASSESSMENT CRITERION

Analyze the impact of the modern world on personal life-style.

ACTIVITIES & STRATEGIES

Discuss the concepts of irony and satire with the class.

Distribute the handout, "The Age of the Nonman," and have the students take turns reading passages aloud.

Afterward, discuss examples of satire and irony found in the story.

Lead a class discussion based on the following questions:

- Why do people in the modern world feel a need to escape?
- What are some negative or harmful things people do to try to forget their problems?
- What are some healthy things people can do to cope with their problems more effectively?

RESOURCES & MATERIALS

Handout: "The Age of the Nonman"

ESSENTIAL ELEMENT

English III. Literature concepts and skills. The student shall be provided opportunities to identify irony, tone, mood, allusion, and symbolism in literary selections.

NAME_____ DATE_____

THE AGE OF THE NONMAN

by Russell Baker

This is an activity to help you analyze some of modern man's problems.

How far is American know-how from producing a disposable man?

Closer perhaps than it seems. Sears, Roebuck and Company is already marketing a stingless bee, for people who want to keep bees without really being bothered. The stingless bee, of course, was inevitable, just as the disposable man is. It is merely the latest in a long line of breakthroughs that have brought us into the Nothing Generation, or, as social psychologists might call it, the Nonage.

The purpose of the Nonage is to make it possible for the Nothing Generation to get through a complete nonlife without any of the untidy bothers of living such as bee stings. Hence, the nonbee.

Other adjuncts of the good nonlife include the fuzzless peach, the seedless grape, and odorless booze. All serve the same basic function as the stingless bee. They relieve man of the need to come to grips with nature by devising schemes to keep peach fuzz off his chin, seeds out of his appendix, and neighbors from knowing that he is snockered.

The child of the Nothing Generation is naturally swaddled in a disposable diaper. As he grows, he goes to a painless dentist. His father lives in a no-down-payment house and wears a wrinkle-free, drip-dry wardrobe. On formal occasions, he wears a clip-on tie.

The essence of nonlife is noninvolvement; more positively known as playing it safe. And so literature has created the antihero for the antitheater and the antinovel. The antihero sits around in garbage cans doing nothing for hours except saying "no" to life and waiting to be disposed of. He is a great favorite of the Nothing Generation that can listen to him for hours, even on caffeine-free coffee.

When the antihero wants to carbonate his stomach, he takes a noncaloric soft drink. It comes in a disposable, no-deposit, no-return bottle, or a throwaway can. For amusement, he sits in dehumidified air, watching nonactors perform nondramas about nonpeople and absorbing advertisements that tell how to take the misery out of washday, the odors out of living, and the challenge out of opening a milk can.

The beauty of the Nonage is that it makes nonlife so easy and creates so much leisure time to enjoy nonliving. The disposable diaper, for example, not only takes half the agony out of parenthood, but also gives the parents time to drink more odorless booze without offending baby's delicate nose.

The throwaway bottle saves them from the unpleasantness of seeing Junior sulk when ordered to take the bottle back to the store. It also gives them a chance to worry each other about why Junior has nothing to do with his time but wolf fuzzless peaches and seedless grapes.

The Nonage, fortunately, provides for Junior, should the nonlife hang heavily on his hands and make him edgy. The doctor will prescribe some tranquilizers to keep him in a nonemotional state. The prescription will be written with a throwaway pen.

In this state, Junior may be induced to turn down the antimusic on the phonograph, and turn his hand to something perfectly unchallenging such as keeping stingless bees.

The stingless bee, incidentally, reaches the market at the same time as the topless bathing suit and the topless evening gown. Both will soon take the last disturbing shred of curiosity out of antihero.

What next in the march toward a better nonlife for all Americans? The workless job is already well developed. The disposable conscience is old hat. There is room perhaps, as recent events in St. Augustine and Mississippi suggest, for the painless truncheon; though a case can be made that when safe, uninvolved, nonliving becomes absolute, everything will be painless.

No. What the Nothing Generation needs for self-completion is the disposable man. He will be able to pass from disposable diapers to the trash can, leaving no trace of an estate for his disposable children.

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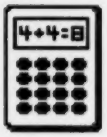
A WORD TO TEACHERS OF MATHEMATICS

Sample lessons for teaching drug use prevention in mathematics are included as examples of kinds of lessons that can be developed to correlate with the essential elements. Because of the nature of mathematics, development of complete lessons in all of the mathematics courses may not be feasible. However, correlations between essential elements and drug use prevention objectives can be made when teaching the following concepts and skills:

- using the operations of addition, subtraction, multiplication, and division with fractions and with decimals in problem situations.
- applying percents
- making budgets
- using graphs
- using probability and statistics
- making predictions
- interpreting charts, tables, graphs, and maps
- constructing appropriate graphs from consumer or career-related information
- finding costs of insurance
- developing a personal budget
- finding percents and percentages
- interpreting graphs and analyzing data
- using formulas to solve problems
- drawing conclusions
- using logic
- investigating expenditures for medical and dental expenses
- investigating benefits offered by companies, unions, and organizations
- practicing sound money management
- predicting outcome

The concepts and skills listed above are repeated in several of the traditional mathematics courses. With planning, teachers will be able to develop strategies for including components of drug use prevention in many lessons, thus helping to reinforce the importance of drug use prevention across the curriculum.

Mathematics **High School**



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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

II.A-2. Recognize primary effects of tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Select and match strategies to given situations when solving problems used in making comparisons concerning drug use.

ACTIVITIES & STRATEGIES

Explain to students that the use of the term percentage is often ambiguous. Sometimes it refers to all of the types of problems involving percent, but usually percentage means the comparison of one number to another number, using division.

An example is $\frac{40}{100}$, in which 40 is the percentage and and is 40% of 100.

Ask the students the following question: 24 is what percent of 48? Ask a student to demonstrate the problem on the chalkboard.

$$\frac{24}{48} = \frac{1}{2} = \frac{50}{100} = 50\% \text{ of } 48$$

Ask the group which is the percentage, (24), which is the base (48), and which is the percent, (50). Then define the 50% as the rate.

The equation $\frac{P}{B} = R$ can now be used.

Illustrate that, since $\frac{P}{B} = R$, multiply by B (P=BR).

If P=BR, multiply by $\frac{1}{R}$ or divide by R ($\frac{P}{R} = B$).

can be used in arithmetic.

In algebra, only P=BR is needed since the student should be able to change the subject of the equation.

Ask the students to solve the three basic types of percentage problems on the worksheet, "Solving Basic Types of Percentage Problems." When the problems have been solved and the answers checked, have students generate additional problems related to drug use for their classmates to solve.

RESOURCES & MATERIALS

Textbook
Library
Department of Public Safety
Texas Commission on Alcohol and Drug Abuse

Worksheet: "Solving Basic Types of Percentage Problems"

Teacher Resource: "Solving Basic Types of Percentage Problems" Solutions

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ESSENTIAL ELEMENT

Mathematics. Pre-Algebra. Experience in solving problems by selecting and matching strategies to given situations. The student shall be provided opportunities to use ratio and proportion and to find percent and percentage.

Solving Basic Types of Percentage Problems

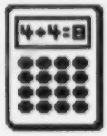
Solve the three basic types of percentage problems according to the formulas given on the previous page. Round the answers to whole numbers when appropriate, or carry the percent to two decimal places.

- If there were 480 traffic fatalities in Texas last year, and 280 were alcohol related, what percent were alcohol related?
- If 320 of the fatalities were related to the use of a drug other than alcohol, what percent were (other) drug related?
- If 1250 persons were injured in automobile accidents and 800 of the accidents were drug related, what percent were drug related?
- If your county reported 40 deaths and 30 of these were drug related, what percent were drug related?
- If your county reported 40 deaths and 20 were alcohol related, what percent were alcohol related?
- If these 20 deaths were reduced by 25% this year, how many lives would be spared?
- If your city reported 56 fatalities and 50% were drug related, how many fatalities were drug related?
- If a county reported 150 drug-related fatalities and 80% were alcohol related, how many were alcohol related?
- If a county reported 120 drug-related deaths and this was 60% of all deaths reported, how many deaths were there?
- If a state reported 495 alcohol-related deaths and this represented 55% of all fatalities in the state, how many fatalities were there?

Solving Problems Involving Percentage Solutions

1.	$R = \frac{P}{B}$	$R = \frac{280}{480}$	$R = \frac{7}{12}$	R = 58.33%
2.	$R = \frac{P}{B}$	$R = \frac{320}{480}$	$R = \frac{2}{3}$	R = 66.67%
3.	$R = \frac{P}{B}$	$R = \frac{800}{1250}$	$R = \frac{16}{25}$	R = 64%
4.	$R = \frac{P}{B}$	$R = \frac{30}{40}$	$R = \frac{3}{4}$	R = .75 or 75%
5.	$R = \frac{P}{B}$	$R = \frac{20}{40}$	$R = \frac{1}{2}$	R = .50 or 50%
6.	$P = \frac{B}{R}$	$P = 20\ (\frac{1}{4})$ or P = 20 (.25)		P = 5
7.	$P = \frac{B}{R}$	$P = (56)(.5)$ or $P = (56)(\frac{1}{2})$		P = 28
8.	$P = \frac{B}{R}$	P = (150)(.8)		P = 120.0
9.	$B = \frac{P}{R}$	$B = \frac{120.0}{.6}$		B = 200
10.	$B = \frac{P}{R}$	$B = \frac{495.00}{.55}$		B = 900

Mathematics **High School**



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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

I.D-2. Consider the impact of drug use on the community, particularly the effects on crime and the economy.

ASSESSMENT CRITERION

Determine rates of increase or decrease in drug related accidents and fatalities using percentage problems.

ACTIVITIES & STRATEGIES

Review percentage problems and ways to figure percent of increase and decrease with the students. With input from the class, establish the following equations:

$$\text{Rate or percentage of increase} = \frac{\text{the amount of increase}}{\text{the original amount}}$$

$$\text{Rate or percentage of decrease} = \frac{\text{the amount of decrease}}{\text{the original amount}}$$

Ask the students to use the equations to solve the following problems:

- If the Department of Public Safety predicts 48 traffic fatalities over a holiday weekend and 50% of holiday traffic fatalities are usually alcohol related, how many alcohol-related fatalities are expected?
- If there were 60 fatalities over the same weekend last year and 48 this year, what is the percentage of decrease?
- If on Friday of one week there were 15 drug-related fatalities in the state, and on Saturday there were 20, what is the percentage of increase?
- If a hospital treated 25 victims of drug use on Monday and 10 fewer on Tuesday, what was the percentage of decrease?

Assuming that the figures given are accurate, what conclusions could be made concerning drug use and traffic accidents on holidays and weekends?

RESOURCES & MATERIALS

ESSENTIAL ELEMENT

Mathematics. Algebra 1. Linear equations and inequalities in one variable. The student shall be provided opportunities to use formulas to solve problems.

SOLUTIONS TO PERCENTAGE OF INCREASE/DECREASE PROBLEMS

1. $P = BR$ $\quad 50\% = .5$ or $\frac{1}{2}$
   $P = (48)(.5)$
   $P = 24$

2. $60 - 48 = 12$ the amount of decrease

   Precentage of decrease $= \frac{12}{60}$

   $= \frac{1}{5}$ or .2 or 20%

3. $20 - 15 = 5$ the amount of increase

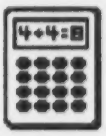
   Percentage of increase $= \frac{5}{15}$

   $= \frac{1}{3}$ or $33\frac{1}{3}\%$

4. Precentage of decrease $= \frac{10}{25}$

   $= \frac{2}{5}$ or .4 or 40%

Mathematics High School



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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

I.D-2. Awareness of the impact of drug use on the economy.

ASSESSMENT CRITERION

Construction of graphs and use of graphs and statistics.

ACTIVITIES & STRATEGIES

Use the information given below to prepare a chart or graph indicating the drinking habits of men and the drinking habits of women. The figures given are for persons with full-time jobs.

Drinking habits of men:	Drinking habits of women:
22% are abstainers	32% are abstainers
28% are light drinkers	40% are light drinkers
36% are moderate drinkers	21% are moderate drinkers
14% are heavy drinkers	7% are heavy drinkers

In the US, there are 14.4 million men and 17.6 million women who are part-time workers. Among part-time workers, 35% of men and 4% of women are heavy drinkers. How many heavy drinkers are there among male part-time workers? Female part-time workers?

Full-time male workers in the US labor force numbered 55.2 million in February 1992. If 22% of these workers are abstainers, how many male nondrinkers are employed full time?

Full-time female workers numbered 39.5 million in February 1992. If 32% of these workers are abstainers, how many female nondrinkers are employed full time?

Among the 92.3 million full-time employees in the US, 21% are heavy drinkers. How many full-time workers are heavy drinkers?

What are the implications of these statistics for the workplace?

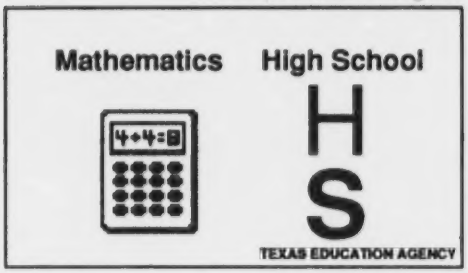
RESOURCES & MATERIALS

ESSENTIAL ELEMENT

Mathematics. Pre-Algebra. Experience in solving problems by selecting and matching strategies to given situations. The student shall be provided opportunities to find percent and percentage.

LESSON OBJECTIVE

II.B-4. Recognize the medical and legal hazards of legal/ illegal drug use.



ASSESSMENT CRITERION

Analyze data on a graph to establish perceptions of risk.

ACTIVITIES & STRATEGIES

Briefly review the interpretation of graphs and charts with students using basic examples from the textbook or other sources. Define *perceived* as it relates to data given on the worksheet, "Trends in Perceived Availability and Perceived Risk of Regular Use." Then have students study the graph and answer the questions based on the data.

After students have answered the questions concerning the graph, ask them to write two or three sentences summarizing the data. In a class discussion, ask students why they think people began to see an increased risk and subsequent drop in the use of marijuana over the past few years. (Marijuana today is cultivated to be much more potent, and the medical community has discovered many serious results from regular use. See Appendix C: Drug Chart.)

An optional activity is to allow students a class period to research the recent findings on marijuana use.

RESOURCES & MATERIALS

Textbook
Worksheet: "Trends in Perceived Availability and Perceived Risk of Regular Use"

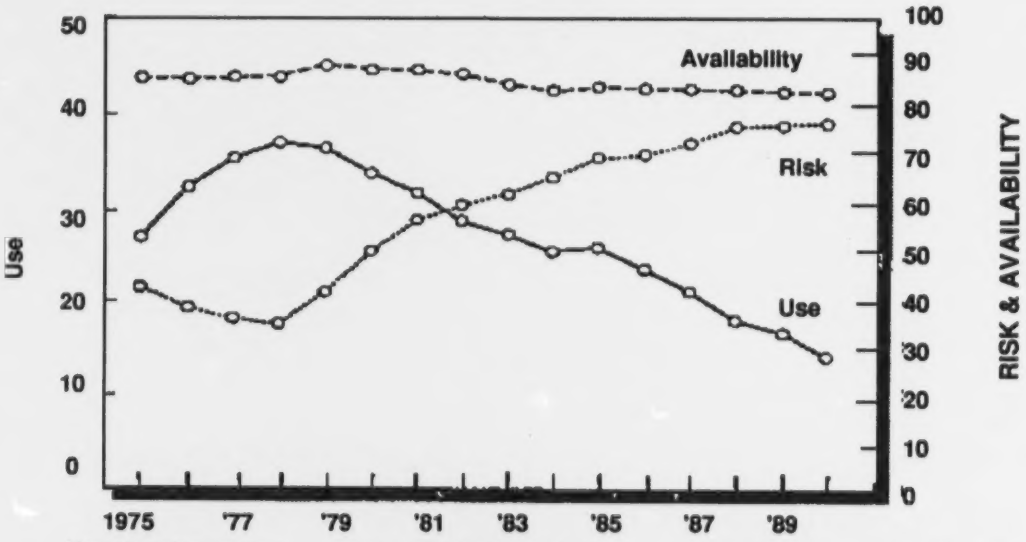
Pamphlets on marijuana from treatment centers or from local councils on alcohol and drug abuse.

Library materials

ESSENTIAL ELEMENT

Mathematics. Pre-Algebra. The use of probability and statistics to collect and interpret data. The student shall be provided opportunities to interpret graphs and analyze data.

Marijuana: Trends in Perceived Availability and Perceived Risk of Regular Use All Seniors



Use: % using once or more in past 30 days

Risk: % saying great risk of harm in regular use

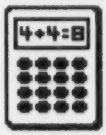
Availability: % saying fairly easy or very easy to get

US Department of Health and Human Services, Public Health Services, ADAMHA

Using the graph given above, answer the following questions:

1. The vertical scale on the left indicates percent of _____ .
2. The horizontal scale indicates the _____ .
3. The vertical scale on the right indicates the percent of _____ .
4. What class furnished the information? _____ .
5. According to the graph, what percent of the seniors indicated that marijuana was easily available in 1977? _____
6. What percent of the seniors had used marijuana one or more times in the past 30 days when the survey was administered in 1975? _____ In 1978? _____ In 1990? _____
7. What percent of the seniors believed there was great risk in regular use of marijuana in 1975? _____ In 1978? _____ In 1990? _____
8. What generally seems to have happened to use as perceived risk of regular use increased? _____
9. As perceived risk declined, then the use _____ .
10. In general, what has happened to the perceived availability? _____ .

Mathematics **High School**



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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

I.C-2. Consider the effects of drug use on interpersonal relationships.

ASSESSMENT CRITERION

Use logic, based on information given, to determine the relationships between sets.

ACTIVITIES & STRATEGIES

Prior to the lesson, information such as element of set, set, subset, intersecting sets, disjoint sets, and empty set should have been introduced. Then demonstrate set theory to students using a Venn diagram.

Following the demonstration, ask students to draw Venn diagrams based on the information given below. Remind students that the problems illustrate situations in logic and are not necessarily true or false.

1. Every person involved in a reported auto accident was a drug user.
2. Some of the persons injured in an accident were drug users.
3. Among students, no academic honor students are drug users.
4. All the male and female students in a given school are drug free.

RESOURCES & MATERIALS

Textbook

Teacher Tip

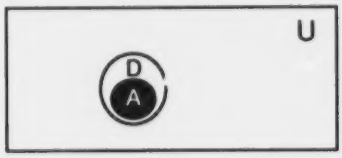
Language and notations vary in different mathematics textbooks. The sample lesson may be adapted to fit the textbook being used.

ESSENTIAL ELEMENT

Mathematics. Geometry. The nature of deductive reasoning. The student shall be provided opportunities to use logic.

Solutions: Venn Diagrams

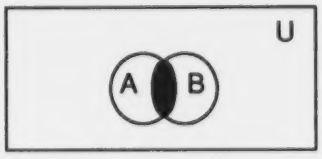
1.



U = All persons
D = Drug users
A = Persons in accident

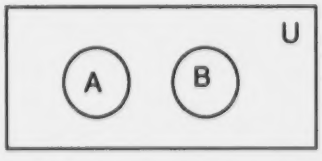
$D \cap A = A$ Set D intersection set A = set A
$D \subset U$ Set D is a subset of U
$A \subset D$ Set A is a subset of D

2.



U = Set of all people
A = Set of drug users
B = Set of drug-free people
$A \cap B$ = Set of injured people

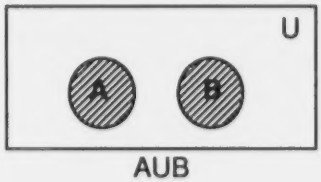
3.



U = Set of all students
A = Set of drug users
B = Set of academic honor students

The intersection of the two sets is the empty set.

4.



AUB

U = The set of all people
A = Females in the school
B = Males in the school

Science High School

HS

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

I.A-1. Explain the physiological and psychological effects of tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Predict the physiological and psychological effects of inhaling sidestream smoke and of smoking tobacco.

ACTIVITIES & STRATEGIES

Discuss the effects of cigarette smoking on the heart and lungs. Then introduce the following lab, which illustrates the effects of environmental toxins on plants.

Set up two terrariums as shown on the Teacher Resource, "Plants and Environmental Toxins." Use identical plants and lighting. Prepare an apparatus (as illustrated) that will pump cigarette smoke into one of the terrariums.

Pass out the worksheet, "Smoke And Plant Life," and have students record initial data and measurements regarding the general appearance and growth of plants. Each day the experimental plant (the smoking plant) will smoke one cigarette.

Continue this procedure for at least two weeks. Have students make daily measurements and observations of the plants in both terrariums and record the data on the worksheet, "Smoke And Plant Life." Then conduct a class discussion about the experiment by asking the following questions:

- What is the purpose of the nonsmoking terrarium?
- What general comments can be made about the growth rate of plants in the smoking terrarium?

Based on your conclusions, what can you predict about the effects of being confined in a small room or car with a smoker?

RESOURCES & MATERIALS

Teacher Resource: "Plants and Environmental Toxins"

Worksheet: "Smoke and Plant-life"

TEACHER TIP

You should get permission from your building administrator prior to any experiment using a lighted cigarette in the school building.

ESSENTIAL ELEMENTS

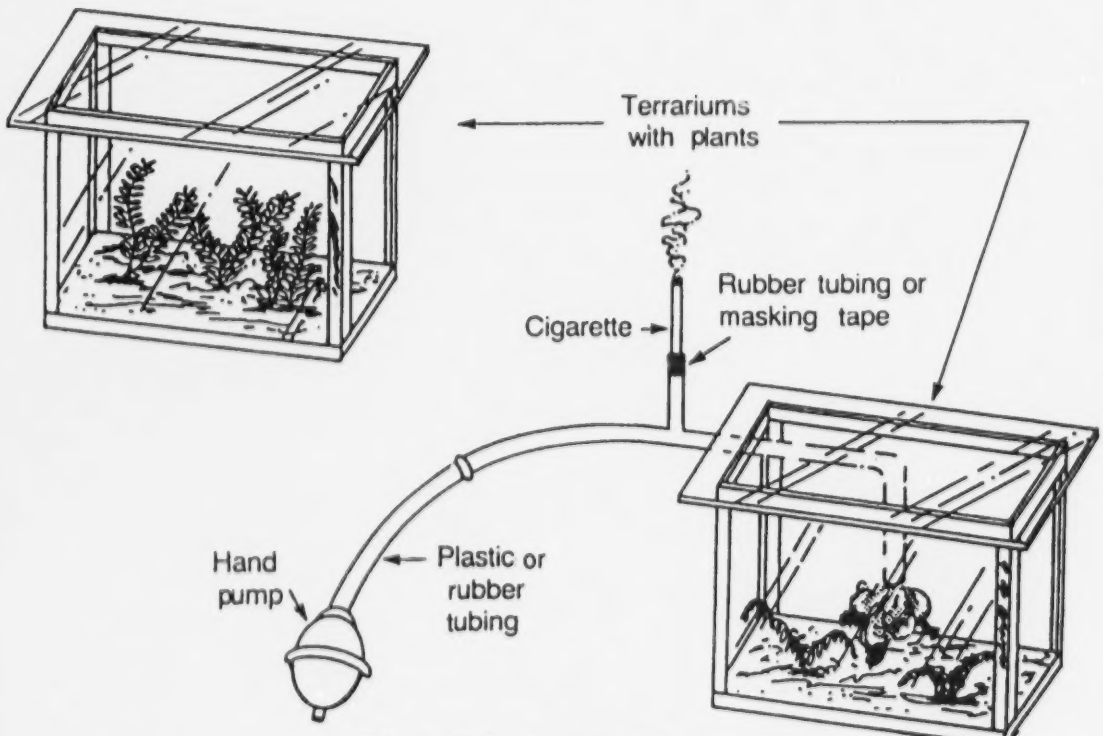
• Introductory biology. Science knowledge. The student shall be provided opportunities to acquire biological information to maintain the individual's well-being (human body systems; diseases: prevention, symptoms, and treatment; plant and animal systems: vascular, life cycles).

• Biology 1. Experience in skills in relating objects and events to other objects and events. The student shall be provided opportunities to compare adaptations of organisms to environmental changes.

Set-Up for Lab: Plants and Environmental Toxins

Materials needed:

- **2 Terrariums**
- **2 Lids or airtight covers for terrariums**
- **2 Sets of plants; same species, age, size**
- **Cigarettes**
- **Rubber or plastic tubing**
- **Rubber or plastic hand pump**



Effect of Cigarette Smoke on the Growth of Plants

NAME_____ DATE_____

Smoke and Plant life

Day	Experimental plant height	Control plant height	Observations
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
Conclusion			

Science High School

HS

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

I. A-1. Explain the physiological and psychological effects of tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Explain the physiological and psychological effects of tobacco, alcohol, and other drugs on the brain.

ACTIVITIES & STRATEGIES

Divide the class into groups and assign each group one of the following areas of the brain:

- brainstem
- thalamus
- hypothalamus
- cerebellum
- cerebrum
- limbic system

Have each group research the structure and function of the specific brain area assigned. When research is complete, restructure the groups so that each one contains a member representing each part of the brain. Have each group member explain the structure and function of his or her part of the brain and its relationship to the other parts of the brain.

Next, assign each group one of the following drug categories:

- barbiturates
- tranquilizers
- inhalants
- alcohol
- marijuana
- amphetamines

Have the group work together as a brain to determine how each different part of the brain would react to this drug. When research is finished and the group has agreed on a conclusion, have one group member give an oral report on what his or her group learned.

RESOURCES & MATERIALS

Drug Curriculum for Senior High
Bureau of Health and Drug Education
Services, Albany, NY

ESSENTIAL ELEMENTS

• Biology II. Experience in oral and written communication of data in appropriate form. The student shall be provided opportunities to explain complex biological processes.

• Physiology and anatomy. Experience in oral and written communication of data in appropriate form. The student shall be provided opportunities to describe the physiological functions of selected anatomical structures.

Science High School

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

I.A-1. Explain the physiological and psychological effects of tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Determine the effects of nicotine on human physiology.

ACTIVITIES & STRATEGIES

Have students measure 50 ml. of juice into a wide-mouthed jar or beaker. Add two drops of diluted HCL to the sample and mix thoroughly. Add two medicine droppers full of starch indicator to the sample and mix thoroughly again.

Fill a syringe with 10 ml. of iodine solution. Titrate the sample with the iodine solution, one drop at a time, mixing after each drop. Count how many drops are used. Keep adding and mixing until a purple color persists. Record how many drops of iodine solution were needed to reach this point.

Run a second sample of the same juice type to check accuracy. If the results are very different, run a third sample. Average the three samples to determine the final figure, which is an indicator of vitamin C in the sample. The more iodine needed to change the color, the more vitamin C is present.

Have students make a graph showing the relative amount of vitamin C in the various samples.

Demonstrate the effect of tobacco smoke on vitamin C content by having students conduct the following variation on the above experiment.

Titrate the amount of vitamin C in a one-cup sample of orange juice. Use a smoking machine to pump the smoke from one cigarette into another one-cup sample of the same kind of orange juice. Have students titrate both samples as described above and graph the results of both titrations. Discuss the effect of nicotine on the amount of vitamin C in the second sample. Ask students to suggest what these experiments tell us about the effects of nicotine on human physiology.

RESOURCES & MATERIALS

Orange juice, titration apparatus, 50 ml. beaker or jar, HCL (diluted), starch indicator, iodine solution, smoking machine, cigarettes

TEACHER TIP

Obtain permission from your building administrator prior to any experiment using lighted cigarettes in the school building.

ESSENTIAL ELEMENT

Biology I. Experience in concepts and skills of measurement using relationships to standards. The student shall be provided opportunities to measure biological quantities and plot data on graphs and other displays.

Science High School

HS

TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

II.D-3. Identify sources of professional help.
II.D-4. Identify community programs and resources.
III.A-1. Explain the physiological and psychological effects of tobacco, alcohol, and other drugs.

ASSESSMENT CRITERIA

- Identify social service agencies that help people deal with drug-related problems.
- Assess the physiological effects of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Have each student select a topic concerning some aspect of the effect of alcohol or other drugs on the human body and make an oral or written report. Examples of topics are:

- problems resulting from misinformation about drugs
- the effect of cocaine on the respiratory and circulatory systems
- the effect of alcohol on reaction time and distance perception

Have each student conduct an interview with at least one professional such as a police officer, a doctor, a psychiatrist, or a pharmacist who can provide relevant information concerning drugs. Encourage the students to prepare questions and have them approved by you, the teacher, before going to the interview.

In addition, instruct students to contact agencies and other resources such as Alcoholics Anonymous, Al-Anon, Alateen, and area councils on alcohol and substance abuse for information. Students should include information about prevention programs offered by these organizations and agencies in their reports.

Using information gathered, students should determine possible cause and effect relationships in the topics they chose for their reports. Review the overhead, "Influencing Factors," and discuss possible cause and effect situations.

RESOURCES & MATERIALS

Overhead transparency: "Influencing Factors"

ESSENTIAL ELEMENTS

• Biology I. Experience in applying defined terms based on observations. The student shall be provided opportunities to clarify operational definitions used in explaining digestion, respiration, circulation, reproduction of organisms, and skeletal, nervous, and endocrine systems.

• Biology II. Application of science in daily life. The student shall be provided opportunities to evaluate the applications and career implications of biology principles and the findings of research.

Influencing Factors

Factors that influence the effect of alcohol on the body:

- **How much a person drinks.** The more drinks a person has, the more alcohol enters the body; thus, the person will feel more of the effects of alcohol.
- **How fast a person drinks.** The faster a person consumes alcohol or the more a person drinks in a short period of time, the greater the effect of the alcohol on the body.
- **How much a person weighs.** A heavy person has more blood and water in the body which dilutes the alcohol. The lighter or smaller person is likely to feel the effects of alcohol sooner, and with fewer drinks, than the heavier person.
- **How much drinking a person has done in the past.** The body builds up a tolerance to alcohol; consequently, more alcohol must be consumed before the effects are felt.
- **How much food a person has eaten.** Food in the stomach slows the effects of alcohol on the body.
- **What a person expects the drinking to do or wants the drinking to do.** If a person believes that drinking alcohol will depress him or her, then it probably will.
- **How a person feels when he or she is drinking.** The drinker's mood makes a difference.

Science High School

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

II.B-2 Recognize the consequences of the media's presentation of tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Identify social and psychological pressures and enticements used in tobacco, alcohol, and other drug advertising.

ACTIVITIES & STRATEGIES

Discuss the media's influence on consumer buying. Ask students to consider whether advertisers usually encourage us to buy products that are good for us or bad for us. Take a vote to determine class opinion.

Then instruct students to survey TV commercials and magazine ads to determine what products are being advertised.

Assign each student a specific type of TV program and a specific magazine to survey. Examples are:

TV programs:	**Magazines:**
News broadcasts	*Time*
Sporting events	*National Geographic*
Dramatic shows	*People*
Saturday cartoons	*Sports Illustrated*
Game shows	*Rolling Stone*
	Ebony

Conduct the survey using the "Get the Message?" worksheet. Total the results in each category. Calculate the percentage of the total advertising for the following groups:

- liquor, beer, wine
- tobacco products
- medicinal products

Have students compose four or five generalizations or observations based on the data collected regarding the media's presentation of these products.

As an additional activity, have students conduct the TV survey described on the worksheet, "More About Media."

RESOURCES & MATERIALS

Worksheet: "Get the Message?"

Worksheet: "More About Media"

ESSENTIAL ELEMENTS

• Introductory biology. Applications of sciences. The student shall be provided opportunities to consider the consequences of personal actions (pollution, health practices, products and services).

• Biology I. Application of science in daily life. The student shall be provided opportunities to evaluate consumer skills as they affect human well-being.

NAME_____ DATE_____

Get the Message?

Media types	Percentage of advertising directed toward:		
	Liquor, beer, wine	Tobacco products	Medicines
Sports program			
Cartoons			
News Program			
Game Shows			
National Geographic			
People Magazine			
Rolling Stone			
Time Magazine			
Ebony Magazine			
Sports Illustrated			
TOTALS			

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NAME_____ DATE_____

More About Media

Choose two types of products (not specific brands) and observe the media's presentation of them by answering the following questions.

Type of product		
Number of times advertised in one magazine		
Number of times advertised in three hours of consecutive television		
Type of audience you think the product's advertising targets		
General theme of most of the advertisements		
Is this presentation by the media a true image of the product? Why or why not?		
How could this product be better advertised to present an honest product image?		

WE'RE PUSHING FOR A DRUG-FREE STATE
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Science High School

TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

II.B-7. Define addictive behavior and discuss its effect on the family.

II.B-8. Describe the relationship between addiction and genetic predisposition.

ASSESSMENT CRITERIA

• Interpret data to hypothesize whether emotional and psychological conditions such as a compulsive personality or low self-image increase the likelihood of addictive behavior .

• Deduce a biological hypothesis from data.

ACTIVITIES & STRATEGIES

Discuss the following topics:

- the process of natural selection
- genetic variation
- genetic and environmental factors leading to alcoholism

Explain the process of conducting a scientific survey. Distribute the handout, "Addiction Survey," and read through the questions and possible responses. Instruct each student to ask at least 10 people from a variety of backgrounds and age groups to answer the questions on the survey. The respondents may be friends, family members, and other individuals.

When the survey is complete, have students compile the data collected and write a report, drawing conclusions from the results.

RESOURCES & MATERIALS

"Genetic and Environmental Factors Leading to Alcoholism," a booklet available for $2.50 from Johnson Institute, 1-800-231-5165

Handout: "Addiction Survey"

Adapted from the feature article, "Special Health Report: The Crisis of Addiction—Women and Cocaine" by Margaret Gillman. *McCall's* , Vol. CXIV, (Nov. '88), p. 105.

TEACHER TIP

Any person who answered "1" or "2" on at least half of the survey questions shows a tendency toward addiction.

ESSENTIAL ELEMENT

Biology I. The use of skills in drawing logical inferences, predicting outcomes, and forming generalized statements. The student shall be provided opportunities to predict the outcome of manipulating a variable and deduce a biological hypothesis from experimental data.

NAME_____ DATE_____

Addiction Survey

Many people develop a need or an addiction to certain substances as well as toward many types of behavior. Addiction can include a need for caffeine, sweets, alcohol, and drugs, or a need to participate in a certain behavior such as gambling, shopping, or working. This survey is designed to determine whether or not you may have a *tendency* toward addiction. Circle the number on the scale ranging from 1 to 5 that best describes how you generally see yourself.

I use certain substances excessively and indulge in some activities heavily.	1	2	3	4	5	I am rarely excessive. I don't indulge in many activities regularly.
I am into myself and extremely self-involved.	1	2	3	4	5	I enjoy activities with many people and think of others often.
When I want something, I have to have it right now.	1	2	3	4	5	I am willing to wait for the things I want in my life.
I fantasize about a particular activity or substance.	1	2	3	4	5	I rarely fantasize about activities and never think about certain substances.
I deny that I do this activity and lie about it when I am asked.	1	2	3	4	5	I am open about all my activities and have nothing to hide.
I have been involved in this activity for at least one year.	1	2	3	4	5	I have never participated in this activity or have done so only once.
I have physically endangered myself or others with my behavior or use of a substance.	1	2	3	4	5	I have never endangered myself or others because of substance abuse.
I often feel antisocial or rebellious.	1	2	3	4	5	I seem to fit into the mainstream of my peers.
I do not feel a strong bond to my family, school, or church.	1	2	3	4	5	I have a strong bond to my family and I am supported by them.
The majority of the time I feel pretty bad about who I am.	1	2	3	4	5	The majority of the time I feel good about who I am.
I often feel that no one understands me or how I feel when I need a particular substance.	1	2	3	4	5	I feel that there is always someone I can turn to for understanding when I need to talk.
I often find it hard to stop this behavior when I start it.	1	2	3	4	5	I have no difficulty refusing to participate in this type behavior.
One or more members of my family is involved in this activity or abuse.	1	2	3	4	5	None of my family members abuse any type of substance.
The people I associate with are just like me in their behavior.	1	2	3	4	5	None of the people I associate with abuse any type of substance.
I sometimes feel like a social outcast for this behavior.	1	2	3	4	5	I feel as though I am well-liked and have many good friends.
This behavior caused me to fail in achieving certain goals in my life.	1	2	3	4	5	I usually achieve my goals in life.

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WE'RE PUSHING FOR A DRUG-FREE STATE
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ESR II

Science High School

TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

II. A-2. Recognize primary effects of alcohol, tobacco, and other drugs.
II. A-3. Recognize side effects of alcohol, tobacco, and other drugs.

ASSESSMENT CRITERION

Explain the primary physiological and psychological effects of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Discuss the structure and function of neurons and explain how they transmit nerve impulses.

Describe the functions of dendrites, cell body, axon, synapse space, and neurohormonal transmitters. Explain that synaptic events are sensitive to drugs since chemicals interfere with the chemistry of the neuron in the following ways:

- by inhibiting the production of the neurohormone
- by causing the neurohormone to be broken down more rapidly than normal
- by altering the postsynaptic membrane so that neurohormones would not affect it
- by mimicking the action of a neurohormone
- by causing excessive production and release of a neurohormonal transmitter

Ask students to suggest what would happen in each instance.

Have students research the effects of the following drugs on neurohormonal transmitters and explain how these effects are manifested by the body.

- amphetamines on dopamine and norepinephrine
- nicotine on acetylcholine
- barbiturates on serotonin
- opiates on endorphins and encephalins
- marijuana

For more information about the effects of drugs on the brain and the rest of the body, see Teacher Resource, "Some Drugs and Their Effects."

RESOURCES & MATERIALS

Drug Curriculum for Senior High
Bureau of Health and Drug Education Services
Albany, NY

Teacher Resource: "Some Drugs and Their Effects"

ESSENTIAL ELEMENT

Biology I. Experience in applying defined terms based on observations. The student shall be provided opportunities to clarify operational definitions used in explaining digestion, respiration, circulation, reproduction of organisms, and skeletal, nervous, and endocrine systems.

Some Drugs and Their Effects

- **LSD** — Hallucinogenic drug closely related to ergot alkaloids. Subjects who ingest a few milligrams of LSD develop visual or sometimes auditory hallucinations. The body may be perceived as distorted. Arms may appear to extend a great distance. The person may become fearful and irrational.

- **Mescaline** — Obtained from the cactus known as peyote or mescal. Used by certain tribes of Indians in religious ceremonies. Persons who have ingested dried peyote "buttons" report that they experience stupor with visual hallucinations. Colored lights, reported to be extremely beautiful, are the most striking feature of these hallucinations.

- **Cocaine** — A local anesthetic, vasoconstrictor, and powerful central nervous system stimulant. It occurs naturally in the leaves of the coca plant, enythroxylm coca. Euphoric excitement is rapidly produced when cocaine is sniffed ("snorted"). Grandiose feelings of mental and physical powers may cause users to overestimate their capabilities. Acute toxicity from excessive dose is characterized by extreme agitation, restlessness, confusion, blurred vision, and tremors.

- **Caffeine** — The stimulant most widely consumed by the public. A cup of coffee may contain 50 to 150 mg. of the alkaloid, whereas cola drinks have from 35 to 55 mg. A clinical dose for adults is 100 to 200 mg. Caffeine stimulates the cerebral cortex and medullary centers. In ordinary doses it causes wakefulness, increases mental alertness, and decreases response time for simple tasks.

- **Marijuana** — Possesses properties of a sedative, euphoriant, and hallucinogen. Short-term effects include impaired brain function, increased heart rate, and decreased blood supply to the heart. Marijuana impairs the function of reproductive glands and hormones, damages the respiratory system, and retards social and emotional growth.

- **Alcohol** — Pure ethyl alcohol is recognized as a drug by the *U.S. Pharmacopea*. It enters the bloodstream quickly from the stomach and the small intestine. It is converted to acetaldehyde by the liver, where it causes changes. Alcohol affects the central nervous system, increasing heart rate, dilating blood vessels, and lowering blood pressure. Even in small amounts, alcohol affects behavior and judgment.

- **Nicotine** — Nicotine is an alkaloid in tobacco, commonly believed to be responsible for dependence. It first stimulates then depresses the nervous system. It stimulates the cardiovascular system, causing increases in heart rate and blood pressure. It increases oxygen requirements of the heart muscle but not the oxygen supply.

- **Inhalants** — Inhalants or volatile solvents are a diverse group that includes glue, nitrous oxide, paint thinner, liquid paper, and gasoline. The effects include delirium and sedation. Inhalants can cause lung and brain damage.

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

I.A-4. Predict how academic and work performance is affected by tobacco, alcohol, and other drug use.

I.A-7. Consider the legal consequences of tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Assess the physiological and psychological effects of tobacco, alcohol, and other drugs and the consequences of their use in the workplace.

ACTIVITIES & STRATEGIES

Controversy surrounds the subject of drug testing, particularly the issue of mandatory testing by employers. Ask students under what conditions they think drug testing should be mandatory. Do they support or condemn drug testing under any conditions? Would they if they were employers? Ask them to give reasons for their responses.

Have students predict the consequences of one's tobacco, alcohol, and other drug use on fellow employees or teammates.

Divide the class into small groups and assign each group the task of acquiring data to support its predictions and communicating the data in appropriate form.

Students should be able to explain how alcohol alters body processes, thus creating potential hazards for the user and everyone around him or her. Emphasis should be placed on legal consequences of drug use as an effort to protect people.

RESOURCES & MATERIALS

ESSENTIAL ELEMENTS

• Biology II. The use of skills in acquiring data through the senses. The student shall be provided opportunities to explore biological processes.

• Biology II. Experience in oral and written communication of data in appropriate form. The student shall be provided opportunities to explain complex biological processes

LESSON OBJECTIVE

III.A-4. Identify people, places, and events that influence personal life-style.

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ASSESSMENT CRITERION

Identify people, places, and events that influence personal life-style.

ACTIVITIES & STRATEGIES

Ask the students what they think of when they hear the term *environmental toxins.* Most people relate it to industrial pollution, water contamination, or maybe even automobile exhaust. But in most people's daily activities, tobacco smoke is the most common toxin inhaled.

Have students hypothesize concerning the effects of certain toxins on the environment. Follow by brainstorming several possible experiments that could test their hypotheses. For example, to test the effects of tobacco smoke on the environment, students could:

- survey people in restaurants, malls, and other public places.
- observe subjects who show symptoms of eye irritation, headaches, and coughing after exposure to a smoke-filled area.

Decide the purpose and content of the survey students will administer. Then determine how many people should be polled and where and when the survey will be done.

Upon completion of the survey, provide students an opportunity to discuss their findings. They should be able to relate their findings to the quality of life in their community.

Option:
The students might also evaluate career implications suggested by their research.

RESOURCES & MATERIALS

ESSENTIAL ELEMENTS

• Biology I. Experience in identifying and manipulating the conditions of investigations. The student shall be provided opportunities to choose an experimental design to test a biological hypothesis.
• Biology I. Application of science in daily life. The student shall be provided opportunities to evaluate the applications and career implications of chemistry and nuclear principles and the findings of research.

LESSON OBJECTIVE

II. B-10. Explain the relationship between emotional dissatisfaction and tobacco, alcohol, and other drug use.

Social Studies **High School**

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TEXAS EDUCATION AGENCY

ASSESSMENT CRITERION

Identify emotional and psychological conditions and events that increase the likelihood of one's becoming addicted.

ACTIVITIES & STRATEGIES

Discuss the positive and negative aspects of our fast-paced, demanding, scientific, high-tech society.

1. Brainstorm the effects of science and technology on the quality of our lives.
2. Categorize the identified effects into positive and negative consequences.
3. Assuming that stress is identified in #1 and classed as negative in #2, discuss appropriate (e.g., hobbies) and inappropriate ways (e.g., drug use) of handling stress.

RESOURCES & MATERIALS

TEACHER TIP

Coping with stress involves identifying your sources of stress, making conscious choices to try to control amounts of stress, practicing good health habits, and learning coping and relaxation techniques to deal with stress build up.

ESSENTIAL ELEMENT

U.S. History. Social and cultural developments of the U.S. The student shall be provided opportunities to analyze the impact of science and technology on social and cultural developments.

LESSON OBJECTIVE

II. C-1. Identify and acknowledge federal, state, local, and school laws and policies regarding all aspects of tobacco, alcohol, and other drug use.

Social Studies **High School**

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TEXAS EDUCATION AGENCY

ASSESSMENT CRITERION

Analyze the effects of social reform movements on social behavior.

ACTIVITIES & STRATEGIES

Discuss Prohibition and other reform movements related to drug use throughout U.S. history.

Identify the relevant reform groups for each period. Compare and contrast their leaders, group characteristics, motives or purposes, and methods.

Analyze the impact of such movements on American society. For example, discuss laws enacted, social response, and how effective these movements were in modifying human behavior.

RESOURCES & MATERIALS

Readers Guide to Periodicals, current newspapers, history texts

ESSENTIAL ELEMENT

U.S. History. Social and cultural developments of the United States. The student shall be provided opportunities to identify social reform movements, leaders, issues, and results.

LESSON OBJECTIVE

II. B-3. Identify the significance of peer pressure and/or role modeling and imitation.

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ASSESSMENT CRITERION

Analyze factors such as peer pressure, role modeling, and imitation that increase likelihood of drug use in a given culture.

ACTIVITIES & STRATEGIES

Analyze the factors that contribute to drinking as a social problem for the Native American and/or Irish American.

Discuss the sources of the stereotypes relating to alcoholic tendencies in certain cultures such as Native American and Irish. Discuss the realities of these stereotypes.

Preview the film, *Long Road Home,* which examines rural black culture with special emphasis on the multifaceted effects of alcoholism. Show the film to the class if the subject matter is deemed appropriate (i.e., culturally sensitive) for your students.

RESOURCES & MATERIALS

Film: *Long Road Home* available from Texas Commission on Alcohol and Drug Abuse Media Services; 1705 Guadalupe; Austin, TX 78701-1214.

TEACHER TIP

The lecture and discussion sections of this lesson must be handled with extreme sensitivity in order not to appear to be singling out two cultural groups for criticism. Be careful to emphasize the scientific evidence supporting predisposition to alcoholism in Native Americans and Irish Americans.

ESSENTIAL ELEMENT

Sociology. Culture, socialization, groups, and institutions. The student shall be provided opportunities to analyze social problems in selected cultures.

LESSON OBJECTIVE

III.B-6. Explain the importance of rules and laws.

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TEXAS EDUCATION AGENCY

ASSESSMENT CRITERIA

- Compare rules and laws governing the use of tobacco, alcohol, and other drugs in selected countries.

- Suggest international laws that might prevent drug trade.

ACTIVITIES & STRATEGIES

Present students with available statistics on drug use in the United States compared to published statistics on drug use in China. (The Chinese claim they have no drug use problem.)

Discuss the tools and techniques students think a communist government uses to control drug use and compare them to what we do in the United States.

How might western bloc nations put the communist countries' methods of preventative drug use into practice in a free society?

As communist bloc countries such as China invite the West into their countries, what, if anything, might they do to prevent trade in drugs from being a part of that exchange?

RESOURCES & MATERIALS

ESSENTIAL ELEMENT

Economics. American economic system and international economic relations. The student shall be provided opportunities to compare various types of economic systems (capitalism, socialism, and communism).

Social Studies **High School**

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

II. D-1. Identify community and national hot lines.
II. D-3. Identify sources of professional help.
II. D-4. Identify community programs and resources.

ASSESSMENT CRITERION

Identify city and county agencies, private and public agencies and foundations, hospitals, clinics, and other businesses or entities that help individuals deal with drug-related problems.

ACTIVITIES & STRATEGIES

Have students identify various facilities and support groups for drug-related problems in the community. Compare and contrast the facilities listed as to purpose, function, cost, and other issues.

Have students prepare lists of support groups and facilities available to their community, using phone books and interviewing parents, other teachers, counselors, and friends. Compile a master list of facilities by combining individual lists.

Plan a field trip to one or more of the facilities or ask a resource person from a facility to be a guest speaker.

Emphasize that prevention resources are available at both national and statewide levels.

RESOURCES & MATERIALS

Telephone books

Guest speaker. See "Suggestions for Discussion Groups and Speakers," *ESR II*, p. 47.

TEACHER TIP

If taught in a rural school district this lesson will have to be modified to focus on facilities in the nearest metropolitan area .

ESSENTIAL ELEMENT

Sociology. Culture, socialization, groups, and institutions. The student shall be provided opportunities to analyze social institutions, their structures and functions.

Social Studies **High School**

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

II. B-6. Recognize the ways in which tobacco, alcohol, and other drugs affect behavior and self-concept.

ASSESSMENT CRITERION

Describe the ways in which tobacco, alcohol, and other drugs can alter an individual's self- image and interpretation of the feelings, moods, and behavior of others.

ACTIVITIES & STRATEGIES

Discuss the relationship of low self-esteem to drug use in certain individuals.

Select appropriate videos from a variety available on this topic. For example, several programs from the series of *After School Specials* would be appropriate.

After the videos, ask students:

- Is there a relationship between poor self-concept and drug use?
- How can people with low self-esteem or poor self-concept improve their self-image?

RESOURCES & MATERIALS

If possible, show "Addictive Personality," Parts I and II, available from: Texas Commission on Alcohol and Drug Abuse; 1705 Guadalupe; Austin, TX 787701-1214; (512) 463-5510.

ESSENTIAL ELEMENT

Psychology. Development of the individual. The student shall be provided opportunities to analyze the development of self-concept.

Social Studies **High School**

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

I.D-2. Analyze the effects of tobacco, alcohol, and other drug use on crime rates and the economy.

ASSESSMENT CRITERION

Clarify the connection between good citizenship and personal responsibility.

ACTIVITIES & STRATEGIES

Have a local district attorney or prosecutor speak to the class about drug- and alcohol-related crimes and the penalties for conviction.

Specifically ask her or him to talk about the penalties for driving under the influence of alcohol and other drugs, for selling marijuana, for selling cocaine, for possession of one ounce of marijuana and more than one ounce of marijuana, possession of a small amount of cocaine, and for possession of larger amounts of cocaine.

Distribute the worksheet, "TV Crime," and assign students the homework project of monitoring as many television crime shows as they can in one week. Instruct them to list all crimes portrayed and fill in the information required on the worksheet. Then allow students to report the results of their observations and to state whether the shows gave accurate or distorted pictures of drug crimes in our society. Have them give examples to support their opinions.

RESOURCES & MATERIALS

Guest speaker. See "Suggestions for Discussion Groups and Speakers," *ESR II*, p.47.

Worksheet: "TV Crime"

ESSENTIAL ELEMENT

Social studies. Attitudes, values, and skills for citizenship. Democratic beliefs and personal responsibility. The student shall be provided opportunities to support the rules and laws of one's school, community, state, and nation.

NAME_____ DATE_____

TV Crime

TV Show	Type of crime	Drug-related?	Criminal caught?	Convicted?

- Did these programs give a realistic picture of crime in general and drug-related crimes in particular?

- Were criminals usually caught and convicted?

LESSON OBJECTIVE

I.A-1. Explain the physiological and psychological effects of tobacco, alcohol, and other drugs.

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TEXAS EDUCATION AGENCY

ASSESSMENT CRITERION

Distinguish between physiological and psychological effects of the use of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Invite a psychologist from a local alcohol/drug treatment center to speak to the class about the effects of drugs such as cocaine, heroin, marijuana, and alcohol on patients he or she has treated. Ask the speaker to address the dangers of teenage drug use and to define the terms *addiction, dependence,* and *withdrawal.*

Have students take notes from the psychologist's talk and write at least three specific effects of drug use as seen by the treatment psychologist. Allow time for students to question the guest speaker at the end of the presentation.

RESOURCES & MATERIALS

Guest speaker. See "Suggestions for Discussion Groups and Speakers," *ESR II,* p.47.

TEACHER TIP

If a professional is not available through a local drug rehabilitation center, some possible sources of help could be: the consulting psychologist working with the special education cooperative or the psychologist contracted to provide psychological services for the Department of Human Services or the Juvenile Probation Services.

TEACHER TIP

Determine the speaker's personal philosophy prior to the speech and ascertain that it agrees with our own stated philosophy that alcohol and other drug use is harmful and illegal.

ESSENTIAL ELEMENT

Psychology. Nature of psychology. The student shall be provided opportunities to understand the terminology of psychology.

LESSON OBJECTIVE

1.D-2. Analyze the effects of tobacco, alcohol, and other drug use on crime rates and the economy.

Social Studies High School

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TEXAS EDUCATION AGENCY

ASSESSMENT CRITERION

Identify categories of crimes typically committed while under the influence of or when acquiring funds or goods for the purchase of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

This lesson is in two parts. Part 1 begins with preparation. Part 2 (see the following page) deals with a presentation of the facts about the use of alcohol and about crime and how these facts relate.

Part 1

Well in advance of the first day of this lesson, begin videotaping segments of TV news broadcasts that deal with local and national drug abuse and crime. Include stories about drug busts, drug-related robberies and murders, and accidents involving alcohol and other drugs. Contact your local police department or a rehabilitation center to arrange to have a police or probation officer speak to the class (in Part 2 of the lesson) regarding the connection between alcohol and drug abuse and crime in the community.

Also well in advance of the lesson, assign the following tasks to selected students:

- One small group of students should contact the local police department and ask for a copy of the latest reports that will be sent to the FBI. Have students make a chart showing these statistics. If the police department keeps any records specifically regarding alcohol and drug-related crimes, include this information on the chart.
- Another small group of students should contact the FBI and ask for the latest version of the Uniform Crime Report (see Teacher Tip). This group should make a chart displaying the information available in this report. If specific data are available on alcohol- and drug-related crimes, those data should also be included.
- The remainder of the class should read magazines and newspapers and cut out articles dealing with crime, especially drug-related crimes. These articles can be displayed on a bulletin board where everyone may read them.

RESOURCES & MATERIALS

TEACHER TIP

The FBI's Uniform Crime Report is published each year. It is based upon crimes reported monthly and annually by local police. The report has 29 categories of crime, but it concentrates on the following seven categories of serious crimes against people and property:

- **Murder and nonnegligent manslaughter**
- **Forcible rape**
- **Robbery**
- **Aggravated assault**
- **Burglary**
- **Larceny/theft**
- **Motor vehicle**

ESSENTIAL ELEMENT

Social studies. Attitudes, values, and skills for citizenship. Democratic beliefs and personal responsibility. The student shall be provided opportunities to support the rules and laws of one's school, community, state, and nation.

LESSON OBJECTIVE

1.D-2. Analyze the effects of tobacco, alcohol, and other drug use on crime rates and the economy.

Social Studies **High School**

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TEXAS EDUCATION AGENCY

ASSESSMENT CRITERION

Assess the financial and sociological impact of crime on the community and the economy in general.

ACTIVITIES & STRATEGIES

Part 2 (See previous page for Part 1.)

On Day 1 of the lesson, play the videotape of news stories and discuss how these kinds of crimes impact both the nation as a whole and the community.

Have the two small groups present the information they gathered from the local police department and from the FBI. Compare the national and community statistics.

Distribute the handouts, "Facts About Alcohol and Crime" and "Alcohol Use Among Convicted Offenders," and read through the information as a class. Ask students if they are surprised by this information. What do these facts suggest about the relationship between crime and alcohol use?

On Day 2 of the lesson, have a guest speaker from the community visit the class to discuss alcohol and drug use from the perspective of law enforcement/rehabilitation officials. Ask the speaker to provide statistics on what drug-related crimes cost the community each year. Allow time for students to ask questions after the speaker's presentation.

RESOURCES & MATERIALS

Handouts: "Facts About Alcohol and Crime" and "Alcohol Use Among Convicted Offenders"

Guest speaker. See "Suggestions for Discussion Groups and Speakers," ESR II, p. 47.

TEACHER TIP

As updated statistics are available, they can be obtained from a variety of local, state, and federal sources (see Resources section). Regular updating of information adds interest and credibility to instruction in this rapidly changing field.

ESSENTIAL ELEMENT

Social studies. Attitudes, values, and skills for citizenship. Democratic beliefs and personal responsibility. The student shall be provided opportunities to support the rules and laws of one's school, community, state, and nation.

NAME_____DATE_____

FACTS ABOUT ALCOHOL AND CRIME

The following information is cited from "The Sixth Special Report to the United States Congress on Alcohol and Health." From the Secretary of the Department of Health and Human Services.

During 1983, an estimated 8 million persons were admitted to local jails throughout the United States (United States Department of Justice, 1985). An interview survey of nearly 6,000 jail inmates, designed to provide a representative sample of the nation's prison population, found that nearly half the convicted inmates had been under the influence of alcohol at the time of the criminal offense for which they were convicted (USDOJ, 1985). Of those who had been drinking, more than half admitted that they had been drunk at the time of the offense and 44 percent had been drinking for five or more hours.

A comparison of alcohol involvement in relation to the type of crime committed showed that 64 percent of inmates convicted of public-order offenses include driving while intoxicated, but even with this offense excluded, 45 percent of the public-order offenders had used alcohol. Of offenders convicted of violent crimes, more than half (54 percent) had used alcohol just before the offense. Alcohol involvement was particularly prevalent in cases of manslaughter (68 percent) and assault (62 percent). There was somewhat less alcohol involvement in cases of property crime (40 percent), and drug offenses had the least alcohol involvement (29 percent). Even in the category of lowest alcohol involvement (fraud/forgery/embezzlement), 22 percent of convicted offenders reported alcohol use just before the offense.

A study of alcohol and property crime suggested an opposite cause-and-effect relationship depending on whether the crime was casual or professional (Cordilia 1985). Alcohol use at the time of the offense is a deterrent to involvement in professional property crime, although alcoholism may develop in response to the professional criminal lifestyle (Cordilia 1985). But people who commit crime that is relatively unplanned and unskilled and for whom crime is not a primary occupation are more likely to drink heavily before the crime, often as part of a group.

Studies investigating the relationship between alcohol and homicide have shown that about half of offenders and victims were drinking at the time of the crime (Combs-Orme et al. 1983). Abel and Zeidenberg (1985) found that 45 percent of homicide victims had been drinking and 33 percent were intoxicated (with BACs of 0.10 percent or higher). Analysis of BACs in 4,000 homicide victims in Los Angeles gave very similar results, with 46 percent of victims having measurable BACs and 30 percent legally intoxicated (Goodman et al. 1986; Loya et al. 1986). Male victims were twice as likely as females to have been drinking, and victims were more likely to be intoxicated in homicides involving a friend, acquaintance, or spouse.

Studies of victims of violent crime show that in cases of robbery, rape, assault, and homicide the offender is more likely to have been drinking if the victim has been drinking and vice versa (Room 1983a). This association is particularly strong for cases of homicide and rape that involve acquaintances and friends. For these offenses and for assaults, the offender and the victim are equally likely to have been drinking. In cases of robbery and rape involving strangers, the victim is more likely than the offender to have been drinking.

The age and sex distributions of criminal behavior in the population are similar to that of heavy alcohol consumption. Men drink more heavily than women, and men account for 80 to 90 percent of those arrested and convicted for serious crimes; also, serious crime peaks in the young adult years when heavy alcohol consumption is the most prevalent (Room 1983a). Moreover, it has been noted that prison populations have a high incidence of drinking problems and, conversely, that alcoholics and problem drinkers are more likely to engage in criminal behavior than are people in the general population. Thus there is an apparent positive correlation between alcohol use and crime, although the existence and nature of any direct causal relationship are not clear.

NAME_____ DATE_____

ALCOHOL USE AMONG CONVICTED OFFENDERS

Alcohol use among convicted offenders just before committing current offense, by crime type, United States, 1983

Current Offense	Number Convicted	% of Convicted Persons Who Used Alcohol
TOTAL	**132,620**	**48%**
Violent	32,112	54
Murder/attempted murder	3,345	49
Manslaughter	1,188	68
Rape/Sexual assault	4,017	52
Robbery	11,945	48
Assault	9,609	62
Other (a)	2,008	49
Property	51,660	40
Burglary	17,335	44
Auto Theft	2,960	51
Fraud/forgery/embezzlement	5,976	22
Larceny	18,001	37
Stolen property	3,676	45
Other property (b)	3,712	51
Drugs	13,181	29
Traffic	5,469	26
Possession	6,830	30
Other drugs	882	44
Public order	34,036	64
Weapons	2,769	32
Obstructing justice	6,856	43
Traffic	3,734	36
Driving while intoxicated (c)	13,406	93
Drunkenness/morals offenses (d)	4,894	70
Other public order (e)	2,377	28

(a) includes kidnapping, purse snatching, hit-and-run driving, and child abuse
(b) includes arson, destruction of property, property damage from hit-and-run driving, and trespassing
(c) includes driving while intoxicated and driving under the influence of drugs
(d) also includes vagrancy and commercialized vice
(e) includes rioting, habitual offender, family-related offenses such as nonsupport or abandonment, invasion of privacy, and contributing to the delinquency of a minor

Source: United States Department Of Justice, 1985

LESSON OBJECTIVE

II.B-7. Define addictive behavior and discuss its effect on the family.

ASSESSMENT CRITERION

Analyze addictive behavior.

Social Studies **High School**

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TEXAS EDUCATION AGENCY

ACTIVITIES & STRATEGIES

Discuss addiction (the condition of giving oneself up to some strong habit).

Distribute the worksheet, "Addiction: A Case Study," and have students read the case study and answer the questions.

Discuss the case study and ask students to share their responses to the questions. Discuss other substances people can easily become addicted to.

RESOURCES & MATERIALS

Worksheet: "Addiction: A Case Study"

TEACHER TIP

Addiction is defined as a state of periodic or chronic intoxication produced by the repeated use of a drug. It is an overpowering compulsion for obtaining and continuing a drug. It can also be defined as a physiological or psychological dependence on some agent (such as alcohol or drugs), with a tendency to increase its use.

ESSENTIAL ELEMENT

Sociology. Culture, socialization, groups, and institutions. The student shall be provided opportunities to analyze roles of people in various situations and relationships.

NAME_____ DATE_____

Addiction: A Case Study

Read the following case study and answer (on separate paper) each of the questions. Make your answers as complete as you can.

Mrs. Jackson's doctor told her she was overweight. When Mrs. Jackson explained that she had no willpower when it came to dieting, the doctor suggested that she do her best but supplement her willpower with diet pills he prescribed. He explained that the pills contained an amphetamine to curb appetite and should only be taken as directed.

The pills worked great the first week; taking one per day, Mrs. Jackson lost six pounds. But the second week she lost only three pounds. By the third week she had stopped losing weight and had even gained a pound. She decided that the pills just were not strong enough, so she doubled the prescribed dosage.

Sure enough, they worked again. She lost several pounds the first week, fewer the second week. But then the pills quit working again. This cycle kept repeating itself, and each time Mrs. Jackson increased the number of pills she took per day. Eventually, she was up to 15 to 20 pills per day. She was no longer taking them to lose weight. Instead, she liked the energy they gave her. She felt like she could get her work done better and faster than before. When she stopped taking the pills for several days, she became droopy and depressed, so she went back to taking the pills to get started each day and to keep going.

The only problem was that she had so much energy that she was having difficulty sleeping at night. After a couple of weeks of sleeping poorly, Mrs. Jackson went back to her doctor and asked for some sleeping pills. The doctor refused to prescribe them and told Mrs. Jackson that she had a serious problem—addiction to amphetamines.

Why did Mrs. Jackson first take the pills? Did these reasons change with time and continued use ? In what way?

Do you think Mrs. Jackson would have continued taking the drug if she had understood that she was becoming addicted?

What precautions can an individual take to be sure he or she does not get into a drug cycle?

How can we develop healthy methods for coping with the problems of everyday living?

LESSON OBJECTIVES

II.D-1. Identify community and national hot lines.
II.D-3. Identify sources of professional help.
II.D-4. Identify community programs and resources.

Social Studies **High School**

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TEXAS EDUCATION AGENCY

ASSESSMENT CRITERION

Investigate the services of city and county agencies, private and public agencies and foundations, hospitals, clinics, and other businesses or entities that help people deal with drug-related problems.

ACTIVITIES & STRATEGIES

Discuss the kinds of provisions made for Americans who suffer from alcohol and other drug abuse. Begin at the national level and identify departments and agencies that are responsible for researching the issues, educating the public, and rehabilitating those addicted to substances.

Then divide the class into groups and give each group a local telephone directory. Have groups look up and record the phone numbers and locations of drug crisis centers, hospital emergency rooms, police and ambulance services, poison control centers, and suicide hot lines. Record the data on a master list and make copies for each student.

Discuss the kinds of services each of these resources offers to individuals and families who need assistance.

RESOURCES & MATERIALS

For more information: *Health Skills For Life* (9-12)

ESSENTIAL ELEMENT

Sociology. Culture, socialization, groups, and institutions. The student shall be given opportunities to analyze social institutions, their structures and functions.

LESSON OBJECTIVES

II.B-6. Recognize the ways in which tobacco, alcohol, and other drugs affect behavior and self-concept.
II.A-4. Identify people, places, and events that influence personal lifestyle.

ASSESSMENT CRITERION

Evaluate the influence of others on personal life-styles.

Social Studies **High School**

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TEXAS EDUCATION AGENCY

ACTIVITIES & STRATEGIES

Distribute the handout, "The Self as Social Product."

Discuss the three principal elements of the *looking-glass self*. Relate self-image to peer pressure and discuss how each one affects the other.

Portray the three elements of the *looking-glass self* in three personal vignettes.

RESOURCES & MATERIALS

Handout: "The Self as Social Product"

ESSENTIAL ELEMENT

Psychology. Development of the individual. The student shall be provided opportunities to analyze the development of self-concept and understand relationships of individuals with other individuals and with groups.

NAME_____ DATE_____

The Self as Social Product

Today the great majority of sociologists believe that neither biology alone nor socialization alone explains human behavior. Rather, it is the way that each culture shapes the biological drives of people that distinguishes the behavior patterns of one society from another and one individual from another. But social scientists are by no means agreed on how culture shapes the behavior of human beings.

According to the sociologist Charles H. Cooley (1864-1929), all of us, from childhood on, develop a self-image that is largely a reflection of the way others see us. Cooley called this image *the looking-glass self*. It is comprised of three principal elements:

- the way we think we appear to others
- the way we think they judge our appearance and behavior
- how we react to their judgments about us

In short, we evaluate our behavior through the responses of others. If we think that others approve of our appearance and actions, we will probably approve of ourselves. The self, Cooley maintained, is a social product formed by interaction with others.

As children come to distinguish between themselves and others, they also become aware that these others are judging their appearance and behavior. Others may indicate to children that they are clever or dull-witted, charming or boring, well-mannered or boorish, handsome or ugly. Although these judgments are not necessarily objective, children tend to see themselves through the eyes of others. If, for example, a young boy's mother continually tells him that he is a bad boy, he will learn to think of himself as a bad boy. If, on the other hand, his mother continually tells him that he is the best of all possible boys, he may develop an inflated image of himself.

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.B-5. Identify ways to cope with peer and social pressure to use tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Summarize ways of handling peer and social pressure to use tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Distribute the handout, "Looking Back." Have the class apply factors of conformity to Joyce Maynard's "Looking Back: Growing Up Old in the Sixties."

Ask the class the following questions:

- Was Ms. Maynard a part of the "popular" group?
- What were some examples of conformity that she followed?
- Does the "popular crowd" exist in your school today?

Ask students to give examples of "popular crowd" behavior, activities, music, and clothing. If the examples given do not include drug and alcohol use, bring up the topic by ask-ing students the following questions:

- Is drug and alcohol use a part of being in the "popular crowd" today?
- How do you think conformity affects this behavior?
- If you were riding in an automobile with three friends and they had already decided upon drinking, would you be capable of saying *No*?
- Would a negative voice have any influence upon your friends' choices? Support your answer.

RESOURCES & MATERIALS

Handout: "Looking Back"

ESSENTIAL ELEMENT

Psychology. Development of the individual. The student shall be provided opportunities to understand relationships of individuals with other individuals and with groups.

NAME_____DATE_____

Looking Back

Looking Back: A Chronicle of Growing Up Old in the Sixties, by Joyce Maynard

We knew each others' faces and bodies and wardrobes so well that any change was noticed at once, the fuel for endless notes. That's why I dressed so carefully mornings. I was about to face the scrutiny of 15 gossip-seeking girls and 10 only slightly less observant boys ready to imitate my voice and walk. At every moment--even at home, with no one but family there--I'd be conscious of what the other kids, The Group, would think if they could see me. They ruled over us all--and over each other--like a supreme court.

Although popularity is a word I've never warmed up to, I recognized the results of it every time we chose up teams in gym, every time there was a dance or field trip. One could tell from where we sat in the lunchroom--the tables of girls with too-long dresses and hair that curled in the bent, squared-off way that came from using bobby pins; the tables of matching mohair skirts and sweaters, and shoulder bags bursting with notes and cosmetics--the girls who had only their failures in common and the ones who sat together in victory, feasting.

How do kids decide, as they invariably do, which people to admire and which ones to ignore or laugh at? It's more than looks (good looks often happen after popularity, in the happy confidence that comes from admiration). Anyway, beauty wasn't all that successful at my school, any more than grades over B-plus were. Cuteness, on the other hand, was fine--for girls and boys.

If nobody especially longed to be anything as uncomfortably extreme as beautiful, everybody very much wanted to be good-looking. Most of us thought it had a lot to do with clothes and makeup. But the instinct—to know which makeup, how to look as if you really didn't care and it was just by accident that peach blusher brushed across your cheeks--that was the rare thing that, unlike looks, you had to be born with.

Some girls would try too hard and end up with lipstick on their teeth and a place around the jawline where, like a mask, the makeup color ended and the skin began.

I was aware of almost every step I took, imagined heavy clumping sounds. I envied ballerinas and studied the girls at school, whose walking I admired, to see just how they swung their arms and where they put their chins and shoulders.

That was something I did a lot--checking to see how the others, the very popular ones, did things--how they chewed their lunch-box carrot sticks, whether they wore loafers with pennies in them or not (not-penny loafers were corny), and whether, on rainy days, they put on boots or got their feet soaked. But no matter what I learned from my study of The Popular, I seemed to be forever one step out of time..

Social Studies **High School**

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.A-4. Identify people, places, and events that influence personal lifestyle.

ASSESSMENT CRITERION

Analyze the impact of science and technology on social and cultural developments.

ACTIVITIES & STRATEGIES

Ask students for their ideas about the ways society has changed in the past 50 years. The past 100 years.

Write answers on the board. Encourage students to include changes in technology, morals, and lifestyles. (Old high school yearbooks could be a good source of history.)

Discuss the advantages and disadvantages of the changes such as those in space technology, medicine, and increased pollution, drug use, and crime rate society has made.

Option:
Have students create a mural depicting the changes in a selected field.

RESOURCES & MATERIALS

High school yearbooks

Adapted from *Strategies for Alcohol and Drug Abuse Education*, South Carolina Department of Education, p. 26.

ESSENTIAL ELEMENT

History. Social and cultural developments of the United States. The students shall be provided opportunities to analyze the impact of science and technology on social and cultural developments.

Social Studies **High School**

HS

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

II.C-1. Identify and acknowledge federal, state, local, and school laws and policies regarding all aspects of tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Discuss the history of social reform movements that focused on drug-related issues and deduce the effects of such movements on federal, state, and local laws.

ACTIVITIES & STRATEGIES

Have students collect articles on prisoners and drug use (relating the high numbers of prisoners with the prevalent use of drugs). Also, have students collect articles on the most current laws/rules against drug trafficking.

Instruct students to note differences in patterns of society's acceptance of alcohol and other drugs over the years and answer the following questions:

- When did heavy drug use begin?
- How does the current drug problem affect you?
- What patterns of acceptance do you think will exist in another 25 years?

Discuss ways drug use is being fought. Mention such evidence as employers encouraging hospitalization for drug use, ads for drug rehabilitation hospitals and counseling, AA meetings, and efforts by local churches and synagogues.

RESOURCES & MATERIALS

Newspapers, magazines

ESSENTIAL ELEMENT

U.S. History. Social and cultural developments of the United States. The student shall be provided opportunities to identify social reform movements, leaders, issues, and results.

LESSON OBJECTIVES

II.D.-1. Identify community and national hot lines.
II.D.-4. Identify community programs and resources.

Vocational Education

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TEXAS EDUCATION AGENCY

ASSESSMENT CRITERION

Create a directory of city and county agencies, private and public agencies and foundations, hospitals, clinics, and other businesses or entities that help people deal with drug-related problems.

ACTIVITIES & STRATEGIES

Divide the class into small groups and give each group a local phone book. Instruct groups to use both the regular and the yellow pages of the phone book to make lists of organizations, agencies, and services that assist people with alcohol and substance abuse problems. Explain that the lists can include national, state, and local service agencies as well as groups such as Alcoholics Anonymous. Students should provide the name, address, and phone number of each organization.

Collect the lists and compile the results on the board, eliminating any duplications. Tell each student to select one organization about which to write a report. The report should contain information about the type of services the organization offers (such as medical, counseling, group support), charge for the services (such as free of charge or payment based on a sliding scale), whether individuals and families can receive help, what hours the service is available, and any other helpful information.

Encourage students to contact the organizations to gather information. Also, instruct them to use library sources such as the *Reader's Guide to Periodical Literature* to locate recent magazine articles about the organizations.

Have each student present his or her report to the class.

RESOURCES & MATERIALS

Several copies of local telephone book.
School library

TEACHER TIP

Good sources of information on referrals are the school counselor and the school nurse.

ESSENTIAL ELEMENT

Vocational home economics. Family/individual health. Concepts and skills related to personal health and wellness. The student shall be provided opportunities to determine coping strategies for dealing with family health problems and to identify local and state health resources.

LESSON OBJECTIVE

II.B-2. Recognize the consequences of the media's presentation of tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Evaluate factors that influence consumer purchases of goods and services.

Vocational Education

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TEXAS EDUCATION AGENCY

ACTIVITIES & STRATEGIES

Ask students to bring to class examples of advertisements for over-the-counter (OTC) medicines. Lead the class in examining the ads' subtle social and psychological messages such as the idea that coping with problems requires chemicals. An example is the slogan, "Life got tough; we got stronger," for a pain reliever.

Read the information from Teacher Tips to the class and note key facts and statistics.

Divide the class into small groups. Have each group develop an advertising campaign to promote chemical-free methods of coping with problems.

Have each group present its campaign to the class.

RESOURCES & MATERIALS

TEACHER TIP

Although many members of America's adult population are regular newspaper readers (American Newspaper Publishers Association, 1979), television still remains at the top of the most influential medium list. With the US sporting almost 86 million TV homes, 57% of which have more than one set and 93% which have color sets, it isn't surprising to discover that the average American household spends 49 hours and 49 minutes per week or approximately 7 hours/day, watching television (A.C. Nielsen Company, 1986).

Since Americans spend that much time in front of the television, it should not be surprising to find that by the 1950's the US was spending more money on advertising than on religion and education. Advertising, whose sole purpose is to stimulate demand for products, has managed to turn the pharmaceutical business into a $25 billion dollar industry (Wang, 1985). These companies repeatedly advertise over-the-counter drugs for everything from constipation and diarrhea to backaches and headaches and the like. (Revised from *Drugs and Society*.)

ESSENTIAL ELEMENT

Vocational home economics. Consumer and family economics. Concepts and skills related to consumer purchasing and assertiveness. The student shall be provided opportunities to evaluate factors which influence consumer purchases of goods and services.

Vocational Education High School

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

II.B-3. Identify the significance of peer pressure and/or role modeling and imitation.

ASSESSMENT CRITERION

Develop strategies for managing peer and family pressures using a selected leadership style.

ACTIVITIES & STRATEGIES

Ask students what comes to their minds when you say, "Leader." What qualities do they think a leader should have? Write the ideas on the board.

Next, ask students to name some persons they consider to be good leaders and discuss their leadership qualities. Allow students to include individuals they know, world leaders, celebrities, and any others they respect for their leadership qualities.

Have students analyze leaders they know such as parents, officers in school clubs, sports team leaders, church group leaders, or even leaders of their groups of friends by answering the following questions:

- What positive characteristics does the leader possess?
- Does he or she have any weaknesses? If so, what are they?
- How would you describe this person's leadership style?
- Is he or she pushy? Easy to get along with? Effective? Counter-productive? Strong?

Display the overhead, "Leadership Styles," and discuss each style. Point out that TV situation comedies and dramas pretend to portray American family life. Instruct students to select a program and analyze it for family role modeling. How do certain family members become leaders at different times? What leadership styles are portrayed? Discuss types of problems that real families face. How can family leaders help the family get through these problems?

RESOURCES & MATERIALS

Overhead: "Leadership Styles"

ESSENTIAL ELEMENT

Vocational home economics. Comprehensive home economics. Concepts and skills related to family living. The student shall be provided opportunities to apply techniques which contribute to positive relationships with family, peers, authority figures, and others, and to apply strategies for managing peer pressure.

LEADERSHIP STYLES

1. An **AUTHORITARIAN** leader:

   - makes all the decisions
   - gives orders to others

2. A **DEMOCRATIC** leader:

   - seeks to win the approval and support of the members
   - is usually effective, efficient, and friendly

3. A **LAISSEZ-FAIRE** leader:

   - is permissive and easy-going
   - makes little effort to direct the group
   - does not offer advice unless asked for it
   - usually is the least productive and efficient leader of these three styles

Vocational High School Education

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

I.A-4. Predict how academic and work performance might be affected by tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Demonstrate possible physiological and psychological effects of tobacco, alcohol, and other drugs on an individual's work habits and attitudes.

ACTIVITIES & STRATEGIES

Discuss with students the fact that alcohol and other drug use often has an effect on a person's ability to obtain and hold a job.

Have 10 students draw for positions to role play for job interviews. Write the following on slips of paper or index cards:

- restaurant manager
- sacker at grocery store
- construction foreman
- child care worker
- counter worker at fast food location
- entertainer
- stock boy
- secretary
- rancher
- teacher

Unbeknown to students, write one of the following descriptions on each of five of the slips of paper or cards: heavy drinker, alcoholic, problem drinker, occasional drinker, smoker. On the other five papers or cards, write nondrinker or nonsmoker.

Assign a student to be an interviewer for each of the applicants. Allow time for interviewers to prepare questions. Encourage interviewers to ask questions that will help them learn as much as possible about the applicant.

After each role play, have the class critique the interviews.

Lead a discussion by asking the following questions:

- Was there a feeling of pressure? Or was the atmosphere relaxed?
- How might this role play be like an actual job interview?
- What differences would there be in an actual job interview?
- How might a person's use of drugs affect his or her ability to obtain a job? Keep a job?

RESOURCES & MATERIALS

TEACHER TIP

Discuss drug testing as related to employment. Many stores drug test as a condition for employment. The test is a urinalysis, and the presence of any drug can eliminate a person from consideration for the job.

ESSENTIAL ELEMENT

Vocational home economics. Concepts and skills related to successful employment and/or postsecondary training. The student shall be provided opportunities to demonstrate productive work habits and attitudes.

LESSON OBJECTIVE

I.C-4. Identify ways to encourage friends not to use tobacco, alcohol, and other drugs.

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TEXAS EDUCATION AGENCY

ASSESSMENT CRITERION

Analyze factors involved in socially responsible behavior, and relate them to positive associations with other people.

ACTIVITIES & STRATEGIES

Discuss how a person's unhealthy behavior affects those around him or her.

For example, point out that drunk drivers kill over 25,000 people in traffic accidents each year and that people who must be around a smoker have to inhale the air polluted by smoke.

Based on that discussion, have students create an original health promotion campaign using catchy phrases, slogans, or symbols. Subjects for the campaign might be the prevention of the use of tobacco, alcohol, and other drugs, including over-the-counter drugs.

Relate being drug free to socially responsible behavior that contributes to positive relationships with peers, authority figures, and others. For example: prevention of alcohol use reduces risks of automobile accidents and workplace accidents that often cause injury and death to innocent victims. In turn, employees who are safety conscious are valuable assets to the employer.

RESOURCES & MATERIALS

ESSENTIAL ELEMENT

Vocational home economics. Concepts and skills related to family living. The student shall be provided opportunities to analyze factors involved in socially responsible behavior and to apply techniques which contribute to positive relationships with family, peers, authority figures, and others.

LESSON OBJECTIVE

I. A-5. Illustrate the effects of tobacco, alcohol, and other drug use on personal judgment and decision making.

Vocational High School Education

HS

TEXAS EDUCATION AGENCY

ASSESSMENT CRITERION

Discuss the physiological and psychological effects of drug use on decision-making processes and aspects of personal judgment.

ACTIVITIES & STRATEGIES

Discuss ways in which alcohol and other drugs can impair judgment. Emphasize that we can harm ourselves and others by making bad decisions while under the influence of drugs.

Read "Rita's Story" (see Teacher Resource) and discuss the following questions:

- What could Rita have done to prevent the accident from happening?
- How could the situation have been worse?
- What does the case study tell you about following safety rules?

Ask students to suggest other situations in which alcohol or drug use could result in serious harm to the individuals involved.

RESOURCES & MATERIALS

Teacher Resource: "Rita's Story"

TEACHER TIP

Stress that Rita should *not* have operated the machine while on medication. Relate this to drinking and driving.

ESSENTIAL ELEMENT

Vocational home economics. Concepts and skills related to safety and safe working conditions. The student shall be provided opportunities to identify and apply safe working practices to all training situations.

RITA'S STORY

Rita had been taking woodworking at school for over a year. Her current project was a grandmother clock which she planned to show at the state meet. She was in the process of making two columns which would be placed beside the face of the clock. Rita had very long hair. Since one of the shop's safety rules was to pin up long hair, Rita would always pin her hair up when she was working on the machines.

One day, Rita woke up with a bad sinus headache. Her head throbbed from the pressure, so she took two over-the-counter sinus tablets. The pills made her feel a little better, but a couple of hours later she still felt too bad to be able to think well in her classes. Between classes, she took two more sinus tablets, even though it hadn't been four hours since she took the first dose. By the time she got to woodworking class, she was beginning to feel very groggy. She felt as though she could lie down and go to sleep. Instead of pinning her hair up as she usually did, she went straight to work on the columns for the clock she was making. She was almost finished with the second column when she had to lean over the lathe to reach a groove on the end of the column. When she leaned over, her hair fell forward and was caught in one of the moving parts of the machine. A sprocket wound the hair up and yanked Rita's head into the metal cover over the motor, leaving her with a slight concussion.

The other people in the shop ran to help Rita. They turned the machine off and got her hair untangled. Rita was embarrassed. She knew that she'd shown bad judgment by not pinning up her hair. She also knew that she'd been very lucky–the situation could have been much worse.

LESSON OBJECTIVE

I.A-4. Predict how academic and work performance might be affected by tobacco, alcohol, and other drug use.

Vocational Education High School

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TEXAS EDUCATION AGENCY

ASSESSMENT CRITERION

Identify the physiological and psychological effects of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Discuss the importance of good health and proper appearance to effective job performance.

Use Teacher Resource, "Signs of a Problem," to discuss some of the signs that a person using tobacco, alcohol, or other drugs might exhibit. Ask students to list some problems that may occur at school or on the job as a result of drug use.

Invite personnel directors of local companies or stores to speak to the students and ask them to discuss the qualities, including appearance and behavior, they look for in an employee.

RESOURCES & MATERIALS

Teacher Resource: "Signs of a Problem"

Guest speakers (See "Suggestions for Discussion Groups and Speakers," *ESR II*, p.47.)

ESSENTIAL ELEMENT

Vocational home economics. Concepts and skills related to successful employment and/or post secondary training. The student shall be provided opportunities to demonstrate productive work habits and attitudes.

Signs of a Problem

These signs can be helpful in identifying a person who uses alcohol or other drugs. However, these signs can also be present in a person who is not using drugs. Be cautious about making a judgment.

- red eyes; the use of eye drops to whiten eyes
- a distorted sense of time
- a drop in school performance not necessarily from A's to D's, but from A's to B's to C's
- caring less about everything: school, sports, music, hobbies
- eating extremes--loss of appetite, eating huge amounts of food, or craving sweets
- withdrawal from family, mood changes, irritability, hostility
- impaired memory or judgment
- chronic cough, chest pains
- depression, feelings of loneliness, paranoia
- fatigue and loss of vitality
- flattened speech and expression
- sleep disturbances
- menstrual irregularities
- secretiveness, vagueness about social activities
- less attention paid to cleanliness of body, hair, and clothes
- disappearance of money or items of value from the home
- difficulty in fighting off common infections
- drug-oriented graffiti on school notebooks and drug messages in school yearbooks or memory books
- drug paraphernalia: a pot pipe, rolling papers
- use of breath fresheners, room deodorizers, and incense to hide the sweet, burnt odor of pot.

Be watchful. Early awareness is the key to early intervention.

Vocational Education High School

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

I.B-1. Observe how emotional stress leads to physical problems.

ASSESSMENT CRITERION

Develop a rationale for management's role in controlling stress in the workplace.

ACTIVITIES & STRATEGIES

Write the word *stress* on the board. Ask students to explain what the word means to them (tension brought on by a sense of urgency or pressure).

Explain that, many times, problems are a result of distorted thinking caused by stress. Explain that everyone has problems; in fact, problems are a normal part of life. But we have to learn to deal with those problems in a healthy way. The best way to cope is to keep our minds working clearly at all times by refusing to use alcohol and other drugs. Sometimes people believe that their problems are not as bad when they use drugs, but actually drug use makes problems worse by keeping people from facing the issues directly.

Have students give examples of times when they made decisions while stressed. What were the outcomes?

Have students list ways they feel and things they do when they are feeling stressed (overeat, suffer from headaches, experience insomnia).

Write on the board the three basic components of a relaxation exercise and discuss each:

- a quiet environment
- a mental device to keep your mind from wandering (listening to your favorite music or thinking comforting thoughts)
- a passive attitude toward distracting thoughts

Play soft music and have students practice a relaxation exercise. You may want to turn down the lights. After the relaxation exercise, ask students:

- How did this make you feel?
- Do you feel different now than before?
- When might you want to use a technique like this?

RESOURCES & MATERIALS

ESSENTIAL ELEMENT

Vocational home economics. Concepts and skills related to personal and business management. The student shall be provided opportunities to describe the role of management in controlling stress.

LESSON OBJECTIVE

III.A-6. Recognize that parents are primary role models for self-esteem, health, and behavior.

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TEXAS EDUCATION AGENCY

ASSESSMENT CRITERION

Describe responsibilities of parenting and the influence of parents on children.

ACTIVITIES & STRATEGIES

Discuss the ways in which parents influence their children. Point out that we learn many positive as well as negative things from our parents. Ask for volunteers to give examples of both positive and negative habits or behaviors they've learned from their parents. We can always try to learn from others' mistakes as well as our own.

Ask students to pretend that they are parents and that their children look upon them as role models. What kinds of qualities would help make them good parents? What kinds of behavior and habits would be good for children to imitate? What behavior and habits are harmful? Why are they harmful? Would you want your child to imitate your bad habits or attitudes?

Distribute the handout, "Ten Rules for Raising Irresponsible Adults." Have the students revise them to become "Ten Rules for Raising Responsible Adults." Point out to students that they will have to make judgments about how strongly to word the statements so as to find an appropriate balance between permissiveness and restrictiveness.

Go through the revised list with the class, discussing different versions written by different students. Use the discussion to emphasize that parenting requires one to continually make judgments and decisions.

RESOURCES & MATERIALS

Raising Self-reliant Children in a Self-Indulgent World by Stephen Glenn

Handout: "Ten Rules for Raising Irresponsible Adults"

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ESSENTIAL ELEMENTS

• Vocational home economics. Advanced child development. Concepts and skills related to parenthood. The student shall be provided opportunities to describe responsibilities of parenting.

• Vocational home economics. Concepts and skills related to the development of children. The student shall be provided opportunities to analyze the influence of role modeling on children.

TEN RULES FOR RAISING IRRESPONSIBLE ADULTS

1. From infancy, give the child everything he wants. In this way, he will grow up to believe that the world owes him a living.

2. When she picks up bad words, laugh at her. This will make her think she's cute.

3. Never give him any spiritual training. Wait until he is 21 and let him decide for himself.

4. Avoid use of the word *wrong*. She may develop a guilt complex. This will condition her to believe later, when she is arrested for stealing a car, that society is against her and that she is being persecuted.

5. Pick up everything he leaves lying around—books, shoes, clothing, etc. Do everything for him so he will be experienced in throwing all responsibilities onto others.

6. Let her read any printed matter she can get her hands on. Be careful that the silverware and drinking glasses are sterilized, but let her mind feast on garbage.

7. Give the child all the spending money she wants. Never make her earn her own way. Why should she have things as tough as you had them?

8. Satisfy his every craving for food, drink, and comfort. See that his sensual desire is gratified. Denial may lead to harmful frustration.

9. Take her part against her neighbors, teachers, and police officers. They are all prejudiced against your child.

10. When he gets into real trouble, apologize for yourself by saying, "I never could do anything with him."

(Adapted from materials developed by the Texas Narcotics Officers Assoc., 1986, and the Police Dept. of Houston, TX)

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.A-2. Realize personal uniqueness.

ASSESSMENT CRITERION

Identify qualities, characteristics, physical attributes, attitudes, and beliefs that make each individual special.

ACTIVITIES & STRATEGIES

Turn off the classroom lights and play a recording of Whitney Houston's hit song, "The Greatest Love of All." Have students close their eyes and listen to the words of the song.

Turn the lights on and give students a copy of the words to the song. Play the recording again and have students read along from the handout.

Lead a discussion using the following questions:

- According to Whitney Houston, what is the greatest love of all?
- Why is it important to love yourself?
- Is it true that children are our future? Why?
- Who does Whitney say must fulfull our dreams? Why?
- What does the song say about success and failure?
- What does each of us have that nobody can take from us?

Have students make lists of their own positive characteristics and share one or two with the class.

Have students write 10 different endings to the statement: "I feel good about myself because _____." Then ask them to review their 10 statements and summarize, making one "I learned _____" statement.

RESOURCES & MATERIALS

Record/tape player, recording of Whitney Houston's "The Greatest Love of All"

ESSENTIAL ELEMENTS

• Vocational home economics. Comprehensive home economics. Concepts and skills related to family living. The student shall be provided opportunities to apply techniques to develop self-awareness and skills for self-direction.

• Industrial technology education. Concepts and skills associated with human relations and personality development. The student shall be provided opportunities to understand oneself and others.

LESSON OBJECTIVE

III.B-2. Demonstrate assertiveness and refusal skills.

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TEXAS EDUCATION AGENCY

ASSESSMENT CRITERIA

Demonstrate the use of refusal skills and assertiveness in maintaining successful relationships.

ACTIVITIES & STRATEGIES

Define assertiveness.

Display the overhead transparency, "Ways to Cope with Peer Pressure," and discuss each way mentioned. Emphasize that peer pressure is difficult for most of us to handle, especially when close friends are exerting the pressure.

Distribute the handout, "Assertiveness Skits." Choose four different groups of students to act out the skits and assign each student to a character in the skit. After each group is finished, conduct a discussion using the questions at the end of the skit.

Follow this activity by discussing the difference between being passive, being assertive, and being aggressive. Ask each group of students to prepare a skit demonstrating characteristics for successful working relationships using assertiveness skills.

RESOURCES & MATERIALS

Overhead transparency: "Ways to Cope with Peer Pressure"

Handout: "Assertiveness Skits"

Peer Pressure Reversal, Chapter 2: "A Skill to Give a Child," by Sharon Scott

ESSENTIAL ELEMENTS

• Vocational home economics. Concepts and skills associated with human relations and personality development. The student shall be provided opportunities to exercise self-control.

• Marketing education. Concepts and skills associated with human relations and personality development. The student shall be provided opportunities to exercise self-control, to accept and use criticism, and to demonstrate characteristics for successful working relationships.

Ways to Cope with Peer Pressure

1. Decide how you really feel about the situation and stand up for your opinion.

2. Say *no*. Say it over and over again if necessary.

3. Don't make excuses. Just assert your opinion and repeat it if necessary.

4. Recruit a friend to back up your refusal.

Assertiveness Skits

Situation 1

Mary: May I borrow five bucks? I'll pay you back later.

Susan: No. I need the money. I have to buy a few things.

Mary: If you let me borrow it, I can buy this new tape I've been wanting. You trust me to pay you back, don't you?

Susan: I trust you, but I need the money for myself right now.

Mary: I don't understand why you won't let me borrow the money. You know I always pay you back, right?

Susan: Yeah.

Mary: Do you trust me?

Susan: (somewhat depressed) Yeah, here's the money.

Discussion: What happened in this situation? Susan wasn't assertive enough in the beginning so Mary made her friend feel guilty by implying that Susan didn't trust her. The point isn't whether Susan trusts Mary but whether Susan wants to let Mary borrow the money.

Situation 2

Mary: May I borrow five bucks? I'll pay you back later.

Susan: I know you'll pay me back, but I don't want to lend any money right now. Sorry.

Mary: You sound like you don't trust me!

Susan: Oh, I trust you. I just don't want to let *anyone* borrow any money right now. I know I'll need the money later.

Mary: Yeah, you'll need it later, but I need it right now!

Susan: True, but I just can't let you have it. Sorry.

Discussion: What happened this time? Susan assertively refused to let Mary borrow the money. She didn't make excuses, she wasn't pushed into feeling guilty, and she didn't let the conversation turn into a dispute about trust.

Assertive means being as strong or stronger than a person who is pressuring you. For most of us, the hardest pressure to handle comes from our peers. What works when friends gang up and really pour on the pressure? Watch Susan handle this situation:

Situation 3

Susan: What's up, guys?

Mike: We're waiting for you. We have a great plan.

Bill: The theater is having a special matinee of three sci-fi films. We're all going.

Susan: All right! When does it start?

Mike: Twenty minutes. We'd better get moving.

Susan: Twenty minutes? Are you skipping class? I can't skip class, I have chemistry and English this afternoon.

Bill: Oh, come on. We don't do it all the time. One time isn't going to hurt us.

Susan: I've already missed some days in these classes. I can't miss again.

Terry: We had a fire drill this morning, so attendance is already screwed up. This is a good time to go. Don't be a chicken.

Bill: Yeah.

Susan: I'm not chicken. I just don't want to get in trouble.

Mike: Come on.

Terry: Susan, you're ruining it for all of us.

Susan: Well, okay. One time can't hurt. But I hope we don't get caught.

Discussion: What happened? Susan allowed the topic to change from wanting to skip class to guilt, fear of being labeled a chicken, and fear of disappointing friends. She got talked into doing something she knew wasn't right.

Susan handles the situation more assertively in Situation 4.

Situation 4

Bill: Hey, there's a special matinee of three sci-fi films at the theater. We're all going.

Susan: All right! When does it start?

Mike: Twenty minutes. We better get moving.

Susan: Twenty minutes? Are you skipping class? I don't want to skip. I have chemistry and English this afternoon.

Bill: Come on. We don't skip all the time. Once won't hurt us.

Susan: Once may not hurt *you*, but it *will* hurt me. I'm not going.

Terry: We had a fire drill this morning, so attendance is all screwed up. This is a great time to skip. Don't be a chicken.

Susan: I just don't think it's a smart idea. What are you going to do, Bill?

Bill: (hesitating) Well...I guess I'm going. Come on.

Susan: Oh, you can call me a chicken if you want to, but I'm not going.

Mike: Come on!

Terry: Susan, you're ruining it for all of us.

Susan: Sorry, but I'm not going. I've got to go to chemistry. See you later.

Discussion: What did Susan do differently the second time?
- **She simply repeated her refusal in a nice but assertive way several times. Repeating *NO* is one of the best refusal techniques.**
- **She didn't allow her friends to make her feel guilty.**
- **She also used the *recruiting a friend* strategy when she asked Bill if he was going. Bill was clearly not sure of himself, but he wasn't assertive enough to refuse to go along. By shifting the attention from herself to Bill, Susan pointed out that she wasn't the only person who had doubts about going.**

LESSON OBJECTIVE

III.D-1. Identify, develop, and practice effective decision-making skills.

ASSESSMENT CRITERION

Apply a decision-making process in making difficult choices.

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TEXAS EDUCATION AGENCY

ACTIVITIES & STRATEGIES

Display the overhead transparency of "The Decision-Making Process" and discuss each step in the process.

Explain that chemicals are found in almost everything (cigarettes, coffee, alcohol, food preservatives). We think of a pusher as someone who sells illegal drugs; however, some pushers deal in chemicals that are legal but also harmful to us.

Distribute the worksheet, "Decision-Making Exercise." After students have ranked the list, see if the class can agree on a common ranking. Allow everyone a chance to explain his or her values, opinions, and ideas to the rest of the class. Encourage discussion.

Ask the following questions:

- Would you change your ranking after listening to other opinions? How can additional information be useful in decision making?
- What did you discover as a result of this activity?
- How do your values influence your decision making?

RESOURCES & MATERIALS

Overhead transparency: " The Decision-Making Process"

Worksheet: "Decision-Making Exercise"

Teacher Tip

The purpose of this exercise is to provide practice in the use of positive decision-making skills when applied to difficult choices. Be sure to personally explore the pros and cons of each item in the exercise before conducting a class discussion.

ESSENTIAL ELEMENT

Comprehensive home economics. Concepts and skills related to the meaning and elements of management for daily living. The student shall be provided opportunities to identify the decision-making steps, influences, and implications.

The Decision-Making Process

- Recognize that a decision needs to be made.
- Gather information.
- Identify alternatives.
- Examine potential alternatives.
- Consider personal values and goals.
- Make the decision.
- Evaluate the outcome.

NAME_____ DATE_____

Decision-Making Exercise

Some persons who distribute products that contain chemicals are listed below. Rank them according to your feelings about their actions, with 1 being the most positive and 8, the least positive. Be prepared to explain the reasons for your ratings.

_____ a doctor who provides certain patients with sleeping pills, stimulants, or tranqualizers

_____ a druggist who fills drug prescriptions

_____ a cigarette company salesperson

_____ a person who hosts a cocktail party

_____ a farmer who injects cattle with hormones to speed up their growth

_____ a grocer who sells the injected beef as well as a host of food preservatives and food colorings

_____ an executive of a corporation that puts pollutants into the air we breathe

_____ someone who gives marijuana to friends

LESSON OBJECTIVE

III.A-3. Identify personal beliefs, values, and feelings

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TEXAS EDUCATION AGENCY

ASSESSMENT CRITERION

Relate personal beliefs, values, and feelings to positive and constructive behavior and self-concept.

ACTIVITIES & STRATEGIES

Discuss how families in the past used symbols on a coat of arms to show what a family stood for and what significant things family members had done. If possible, show students an example of a real coat of arms and explain the meaning of the symbols used. Show students the overhead, "Sample Coat of Arms."

Pass out the worksheet, "My "Coat of Arms," and have students draw coats of arms similar to the one in the handout. Instruct students to express their ideas through the symbols they use. Written words may be used but drawings should be encouraged first. The four sections of the coat of arms should contain the following information:

- Something you are proud of (something you've done, something you have, or anything about yourself that you're proud of)
- What you would like to be doing in 10 years
- What you would like to change about yourself
- A description of your family
- At the bottom of the coat of arms, write a family motto.

Ask students to share their coats of arms with the class by discussing the ways their personal beliefs, values, and feelings are expressed in their drawings, and how these are demonstrated in their behavior.

Option:
Students may make a collage to depict their beliefs and feelings.

RESOURCES & MATERIALS

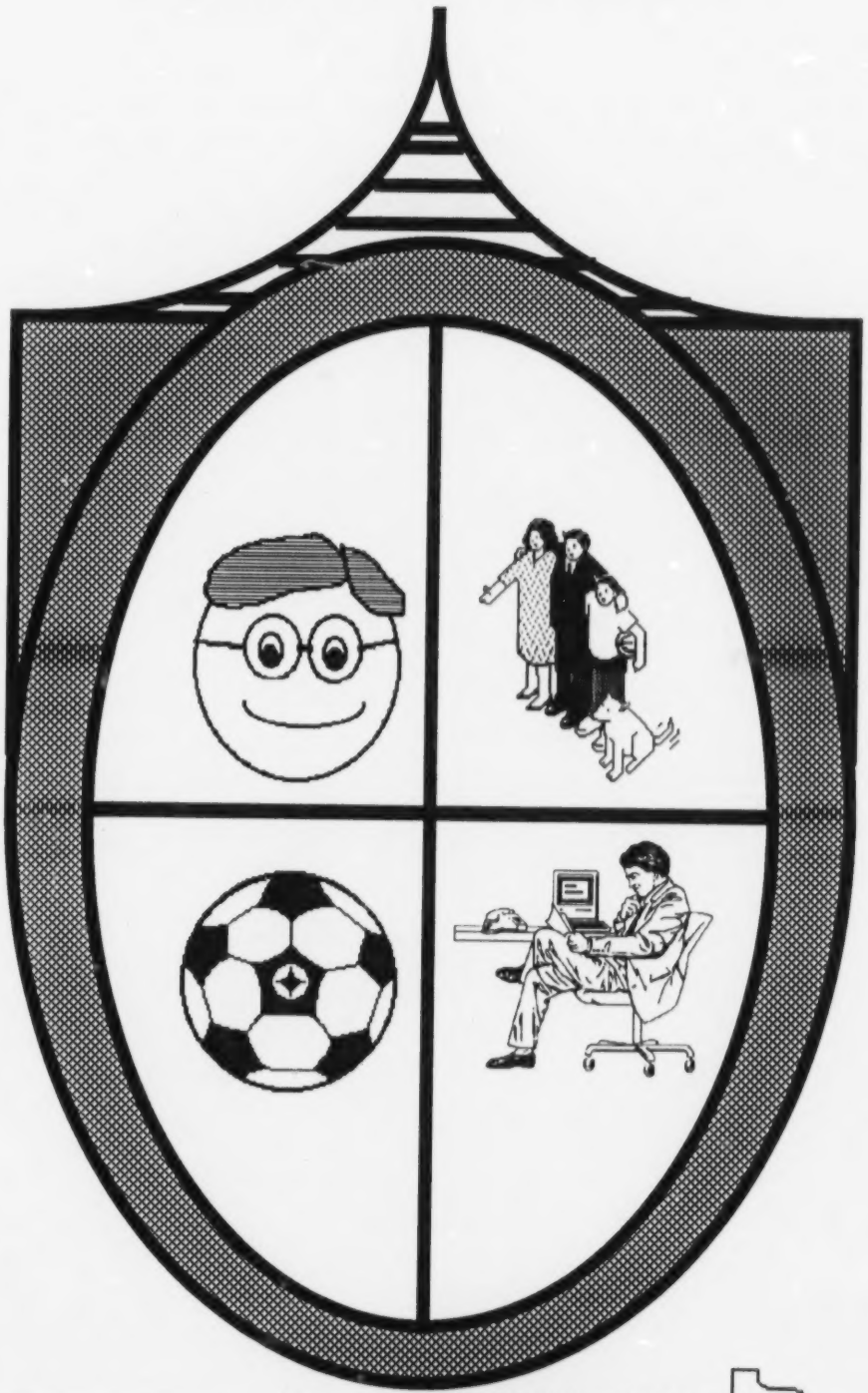
Overhead: "Sample Coat of Arms"

Worksheet: "My Coat Of Arms"

ESSENTIAL ELEMENT

Vocational education. Concepts and skills related to family living. The student shall be provided opportunities to apply techniques to develop self-awareness and skills for direction.

Sample Coat Of Arms



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ESR II

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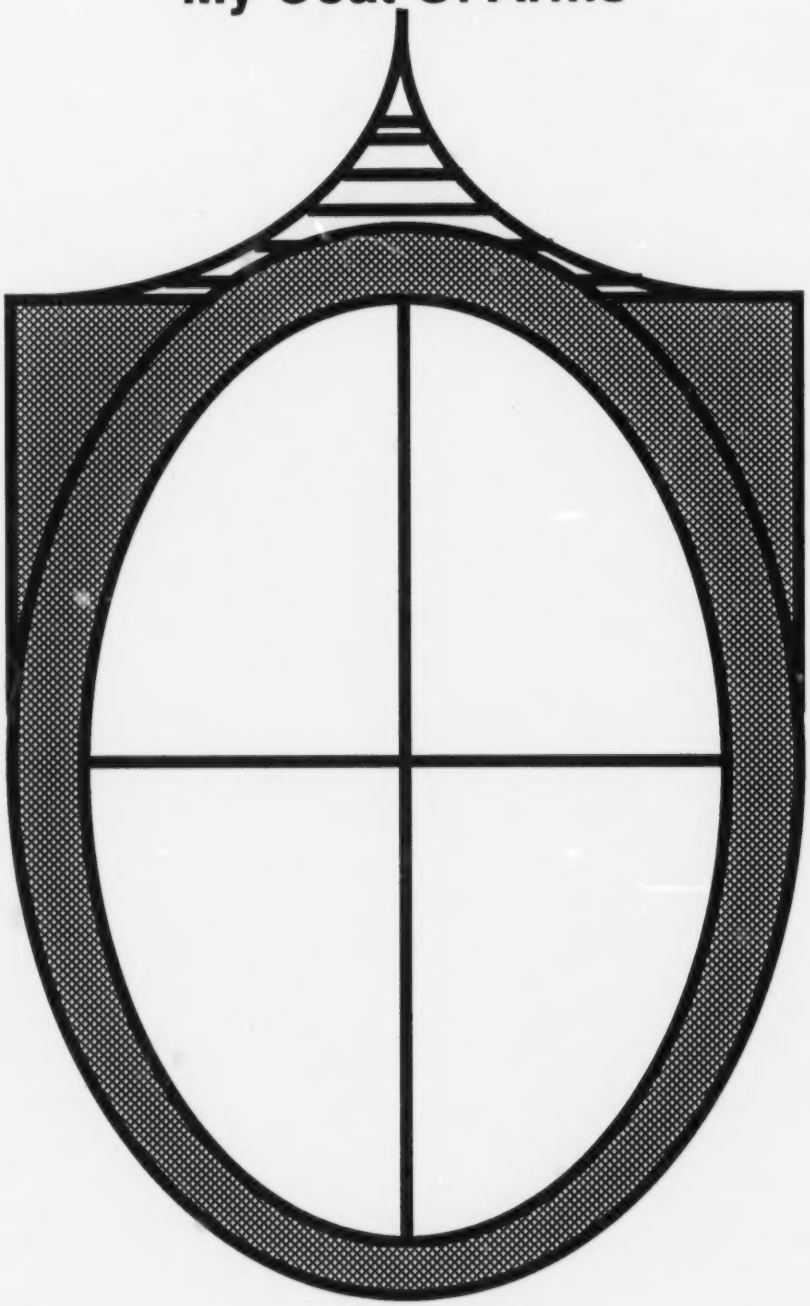
NAME_____ DATE_____

My Coat Of Arms



My motto_____

WE'RE PUSHING FOR
A DRUG-FREE STATE
ESR II

APPENDICES

Appendix A: Teacher Resources

The following list of resources, selected from a variety of sources, are neither recommended nor endorsed by the Texas Education Agency. Likewise the Agency does not ensure that all the materials, in their entirety, contain a *no drug use* message. Local districts have wide discretion in selecting resources to meet special needs. Therefore, each school district must provide adequate staff training on up-to-date prevention methods to ensure that resource materials are selected and used effectively.

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PHS. *No More Butts. A Guide to Quitting Smoking.* Publication No. PHS 83-50199. Washington, D.C.

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TCADA. "Hallucinogens and PCP: Just Say No." (Also in Spanish) 720 Brazos, Ste. 403; Austin, TX 78701-1214.

TCADA. "How Alcohol and Drugs Affect Your Driving Skills." (Also in Spanish) 720 Brazos, Ste. 403; Austin, TX 78701-1214.

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TCADA. "Preventing Teenage Alcohol Abuse." (Also in Spanish) 720 Brazos, Ste. 403; Austin, TX 78701-1214.

TCADA. "Sedative Hypnotics: Just Say No." (Also in Spanish) 720 Brazos, Ste. 403; Austin, TX 78701-1214.

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WSOI. "Narcotics Anonymous: Hospitals, Institutions, and the N. A. Member." Box 9999; Van Nuys, CA 91409.

WSOI. "Narcotics Anonymous: Living the Program." (1983) Box 9999, Van Nuys, CA 91409.

WSOI. "Narcotics Anonymous: One Addict's Experience with Acceptance, Faith, and Commitment." Box 9999; Van Nuys, CA 91409.

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WSOI. "Narcotics Anonymous: Sponsorship." (1983) Box 9999; Van Nuys, CA 91409.

WSOI. "Narcotics Anonymous: Staying Clean on the Outside." (1988) Box 9999; Van Nuys, CA 91409.

WSOI. "Narcotics Anonymous: The Triangle of Self-Obsession." Box 9999; Van Nuys, CA 91409.

WSOI. "Narcotics Anonymous: Welcome to Narcotics Anonymous." Box 9999; Van Nuys, CA 91409.

Youth Suicide National Center. "Youth Suicide." 1825 Eye St., N.W., Ste. 400; Washington, D.C. 20006; 1-202-429-2016.

PERIODICALS

Home Health Education Service. *Listen.* Box 6145; Lincoln, NE 68506.

Narcotics Education, Inc. *Winners.* 6830 Laurel St., N.W.; Washington, D.C. 20012.

National Clearinghouse for Alcohol and Drug Information. *Prevention Pipeline.* Box 2345, Dept. 00; Rockville, MD 20852.

Texans' War on Drugs. *Texas Youth in Action News.* 11044 Research Blvd., Bldg. D, Ste. 200; Austin, TX 78759.

"A Gift for Life, Helping your Children Stay Drug and Alcohol Free."(88/ACDE)

AUDIOVISUALS

The audiovisuals listed on pages 301-312 are categorized for age-appropriate audiences according to the following codes:

EC	Early Childhood (PK-K)
P	Primary (Grades 1-3)
I	Intermediate (Grades 4-6)
MS	Middle School (Grades 6-8)
HS	High School (Grades 9-12)
P/T	Parent/Teacher

For each item listed, the age-appropriate code appears directly after the written description of the audiovisual material. Additionally, the year the item was developed and a publisher's or distributor's code follow the title. Example: "Alcohol and Nutrition." (80/FMS). Codes are listed below:

AAP Alternate Action Programs; 2511 S. Barrington Ave.; Los Angeles, CA 90064; (213) 479-8353

ACDE American Council for Drug Education; 204 Monroe St.; Rockville, MD 20850; (301) 294-0600

AHP Alfred Higgins Productions; 6350 Laurel Canyon Blvd.; North Hollywood, CA 91606; (818) 762-3300

AIMS Aims Media; 6901 Woodley Ave.; Van Nuys, CA 91406-4878; (800) 367-2467

AVP American Video Publishing, Inc.; Educational Products Division; 1400 Gulf Shore Blvd. N., Ste. 208; Naples, FL 33940; (800) 258-1298

BARR Barr Films; 1280 Schabarum Ave.; Box 7878; Irwindale, CA 91706-7878; (800) 234-7878

CCP CompCare Publications; 2415 Annapolis Lane; Minneapolis, MN 55441; (800) 328-3330

CHEF Comprehensive Health Education Foundation; 22323 Pacific Highway S.; Seattle, WA 98198; (800) 323-CHEF

CHU Churchill Films, Inc.; 12210 Nebraska Ave.; Los Angeles, CA 90025; (213) 207-6600

CII Community Intervention, Inc.; 529 S. 7th St., Ste. 570; Minneapolis, MN 55415; (800) 328-0417

CIM California Image Marketing; 3034 Gold Canal Dr., Ste. B; Rancho Cordova, CA 95670; (800) 451-0303

CLC Collie Craft; Box 700030; San Antonio, TX 78270-0030; (800) 525-0551

BEST COPY AVAILABLE

CMTI	Coronet/MTI Film and Video; 108 Wilmot Rd.; Deerfield, IL 60015; (800) 621-2131
DEA	U.S. Department of Justice; Drug Enforcement Administration; 1405 Eye St., N.W.; Washington, D.C. 20537; (202) 786-4096
DF	Durrin Films; 1748 Kalorama Road., N.W.; Washington, D.C. 20009; (202) 387-6700
DIS	Disney Educational Productions; Coronet/MTI Film & Video; 108 Wilmot Rd.; Deerfield, IL 60015; (800) 621-2131
DPT	Department of Highways and Public Transportation; local traffic safety specialist
EBE	Encyclopaedia Britannica Education Corporation; 310 S. Michigan Ave.; Chicago, IL 60604; (800) 621-3900
FII	Film Ideas, Inc.; 3575 Commercial Ave.; Northbrook, IL 60062; (708) 480-5764
FMS	FMS Productions; Box 4428; 520 Montecito St., Ste. F; Santa Barbara, CA 9214; (800) 421-4609
GAM	Guidance Associates Media; Communications Park; Box 3000; Mount Kisco, NY 10549-0900; (800) 431-1242
GTR	Gerald T. Rodgers Productions; 5215 Old Orchard Road, Ste. 990; Skokie, IL 60077; (800) 227-9100
JCP	J.C. Penney, Co.; Public Affairs Department; Box 659000; Dallas, TX 75265-9000; (214) 591-1344; Attn: Golden Rule Network
JOI	Johnson Institute; 7151 Metro Blvd.; Minneapolis, MN 55435-3425; (800) 231-5165
LFI	Lucerne Films, Inc.; 37 Ground Pine Road; Morris Plains, NJ 07950; (800) 341-2293.
LOC	Local video stores
MCV	Madera Cinevideo; Education Division; 620 E. Yosemite Ave.; Madera, CA 93638; (800) 624-2204
MED	Mediatech; 110 W. Hubbard St.; Chicago, IL 60610; (312) 828-1146
NEI	Narcotics Education, Inc.; 12501 Old Columbia Pike; Silver Spring, MD 20904; (800) 548-8700

NJN	New Jersey Network; 1573 Parkside Ave., CN777; Trenton, NJ 08625
PFV	Pyramid Film and Video; Box 1048; Santa Monica, CA 90406
PRD	PRIDE; The Hunt Bldg.; 500 Hunt Plaza, Ste. 210; Atlanta, GA 30303; (800) 241-7946
PTA	Parent Teachers Association; 408 W. 11th St.; Austin, TX 78701; (512) 476-6769
QUI	Quest International; 537 Jones Road; Granville, OH 43023; (614) 522-6400
SND	Say No to Drugs, Video West, 5 Triad Center, Salt Lake City, UT 84110, (801) 575-7440.
SPI	Southerley Products, Inc.; 5000 E. Anaheim St.; Long Beach, CA 90804; (800) 243-FILM
SUN	Sunburst Communications; 39 Washington Ave.; Pleasantville, NY 10570; (800) 431-1934
SYN	Syndistar; 648 Hickory Ave.; New Orleans, LA 70123; (800) 841-9532
TGT	Target; 11724 Plaza Circle; Box 20626; Kansas City, MO 64195; (816) 464-5400
TYL	Texas Young Lawyers' Association; Box 12487, Capitol Station; Austin, TX 78711; (512) 463-1388
USDE	U.S. Department of Education; Drug-Free Schools Staff; 400 Maryland, SW; Washington, D.C. 20202-6151; (202) 732-4599
WDP	Woodmere Press; Park West Finance Station; Box 20190; New York, NY 10025; (212) 678-7839
WWI	Weston Woods Institute; Weston, CN 06883; (800) 243-5020

"A Better Place, A Better Time." (83/CII)

The first crucial steps to be taken toward building an effective communitywide response to adolescent drug use are depicted in this videotape. P/T; 35 min. ; VHS. Jason Robards hosts discussion and dramatization for parents and principals, giving information helpful in keeping children alcohol and drug free. P/T; 30 min.; VHS

"Alcohol & Cocaine: The Secret of Addiction." (88/AIMS)

Bill Blakemore, ABC news correspondent, interviews experts and presents the latest findings related to genetic predisposition and physical damage caused by use. HS, P/T; 36 min.; VHS

"Alcohol & Human Physiology." (84/AIMS)

Through narration and interviews, this informative videotape looks at the toxic effects of alcohol on the human body's major organs and systems. HS, P/T; 23 min.; VHS

"Alcohol and Nutrition." (80/FMS)

This videotape targets high school health classes by exploring the relationship between alcohol and how it effects nutrition. HS, P/T; 25 min.; VHS

"Alcohol Fact: For Teenagers Only." (84/Sun)

This program singles out the facts about alcohol that apply directly to teenage drinking and provides insight into the many reasons why teenagers use alcohol. MS, HS; 31 min.; VHS

"The Alcohol Film for Kids." (86/LFI)

The dangerous social, physical, and psychological effects of alcohol are viewed through the eyes of 10 to 12 year olds and interpreted by a knowledgeable nurse. P, I, MS; 18 min.; VHS

"All Bottled Up." (75/AIMS)

The videotape is designed to help students cope with the problem of having alcoholic parents and stresses expressing feelings and self-help before helping parents. I, MS, HS, P/T; 11 min.; VHS

"America: Hooked on Drugs." (86/CMTI)

In an edition of ABC's *Nightline*, Ted Koppel examines the emotional, societal, and financial costs of drug abuse in the U.S. P/T; 20 min.; VHS

"America Hurts." (87/CMTI)

The documentary examines designer drugs, crack, cocaine, and PCP. The effects of marijuana on the brain and the ripple effect of drug usage in the world are also discussed. HS, P/T; 36 min.; VHS

"As Others See You: Creating a Reputation." (87/Sun)
This videotape focuses on how reputations are acquired; their effects on school work, social life, and self-esteem; and the positive and negative aspects of labels. MS, HS; 31 min.; VHS

"Bizarre Trial of the Pressured Peer." (85/GTR)
This entertaining videotape provides an effective introduction to problem-solving skills and how they can be used to deal with negative peer pressure. MS, HS; 29 min.; VHS

"Cat Who Drank and Used too Much." (87/FMS)
This delightful tale deals with addiction in a positive, nonthreatening way and can be used as a teaching tool to explain the addiction process. I, MS, HS; 12 min.; VHS

"Choices, Part I and Part II." (86/MCV)
The reality of making wrong choices is demonstrated in this videotape. Student thinking and decision making are prompted through insight into the use of alcohol and other drugs. HS, P/T; Part I, 30 min.; Part II, 45 min.; VHS

"Cocaine and Crack: The Lost Year." (87/EBE)
This poignant videotape focuses on uncertain and lonely teens trying desperately to achieve intellectual, emotional, and sexual power through drugs. Realistic scenarios on resisting peer pressure and saying "no" are included. MS, HS, P/T; 23 min.; VHS

"Cocaine and Human Physiology." (87/AIMS)
A physician presents medical facts to explain the various ways cocaine harms the body. HS, P/T; 20 min.; VHS

"Cocaine Blues." (83/PIV)
In addition to presenting a graphic and honest perspective on the history of cocaine, this videotape explores the effects and the cultural impact of cocaine on America. MS, HS, P/T; 30 min.; VHS

"Cocaine Diary." (85/CMTI)
This videotape shows what happens when a teenager uses cocaine as a shortcut to overcoming problems. MS, HS, P/T; 23 min.; VHS

"Cocaine: Drug Awareness Training." (86/SYN)
The physical effects of cocaine; the four types of users (experimental, occasional, compulsive, and dependent); and the selection of treatment are presented in a slide and videotape presentation. P/T; 15 min.; VHS

"Cocaine: The Emerging Facts." (86/SUN)
Research information on cocaine is summed up in an effort to dispel the myths that present cocaine as acceptable, harmless, and nonaddictive. I, MS, HS; 28 min.; VHS

"Cocaine Pain." (84/CMTI)
This videotape makes viewers acutely aware that the path to recovery is a difficult one even with ongoing and continuous support. HS, P/T; 26 min.; VHS

"Crack/Crack." (87/AVP)
This two-part series, aimed at preventing drug use through knowledge and positive behavior techniques, teaches defensive techniques for students and tools for parent awareness. I, MS, HS, P/T; Two 25-min. parts; VHS

"Crack." (86/SYN)
This videotape portrays the misery caused in the life of one teenager by the use of a powerful form of cocaine known as crack. MS, HS; 13 min.; VHS

"Crack: Dead at Seventeen." (87/AIMS)
This videotape explores the possible thoughts of an athletic, studious, overconfident, and curious student after his crack-related death. MS, HS, P/T; 13 min.; VHS

"Crack Street USA: First Person Experiences with a New Killer." (87/GAM)
In this presentation, former users offer a tough, straightforward look at the consequences of their drug use and help young people find commonsense ways to say "no" to crack. Counselors detail facts about research, treatment, and enforcement. HS; 30 min.; VHS

"Danger Ahead: Marijuana on the Road." (80/ACDE)
The risks of smoking marijuana, drinking, and driving are explored in this videotape. MS, HS, P/T; 22 min.; VHS

"Dare to Be Different." (88/GAM)
In this videotape, two close friends are pulled apart through the influence of drugs and peer pressure before realizing the importance of values and friendship. HS; 19 min.; VHS

"Decision Making: Critical Thoughts in Action." (84/CMTI)
This filmstrip teaches critical thinking skills. I, MS: 30 min.; two filmstrips and two cassettes

"Developing Capable Young People." (87/QUI)
Dr. Stephen Glenn describes many ways to help parents raise their children to be successful and responsible adults. P/T; 53 min.; VHS

"Downfall: Sports and Drugs." (88/PRD)
This documentary profiles athletes whose careers were disrupted by drugs, especially steroids. The consequences of drug use in relation to careers, family, friends, and self-esteem are considered. MS, HS, P/T; 29 min.; VHS

"Drug Avengers (Grades 1-3)." (88/USDE)
Five 5-minute cartoon episodes feature persons of diverse cultures from the past coming back to help today's children with healthy ideas and ways to refuse and avoid drugs. P; 25 min.; VHS

"Drug Avengers (Grades 4-6)." (88/USDE)
Five 5-minute cartoon episodes feature persons of diverse cultures of different times coming back to help today's children with healthy ideas and ways to refuse and avoid drugs. I; 25 min.; VHS

"Drug Dependency: The Early Warning Signs." (84/AIMS)
This videotape targets drug use in the workplace. P/T; 22 min.; VHS

"Drug-Free Kids: A Parent's Guide." (87/LOC)
Host Ken Howard guides a superb cast through a variety of intimate family scenes that teach parenting techniques necessary to keep kids away from drugs. P/T; 70 min.; VHS

"Drugs and Youth...The Challenge." (88/CIM)
Host Michael Gross talks to parents about the phases of dependency, gateway drugs, and ways to help prevent drug use by kids. P/T; 23 min.; VHS

"Drugs and Your Amazing Mind." Revised ed. (80/AHP)
This program points out the value of the mind and the chances one takes when drugs are misused. I, MS; 18 min.; VHS

"Drugs and the Nervous System." 3rd ed. (87/CHU)
This new, award-winning version explains the kinds of disruptions to the nervous system caused by cocaine and crack use. I, MS; 18 min.; VHS

"Drugs Are for Jelly Brains." (88/BAR)

This videotape stresses that all medicines are drugs that should be treated with respect and that taking pills can be dangerous and deadly. P, I; 12 min.; VHS

"Drugs Helpful and Harmful." (88/CHU)

This videotape provides a look at over-the-counter and prescription medicines to help children understand what drugs are, how they affect us, and why they should not be treated with disregard. P, I, MS; 35 min.; VHS

"Drugs, Drinking, and Driving." 2nd ed. (87/AIMS)

True stories from the files of the National Highway Traffic Safety Administration dramatize in a factual and unemotional way the hazards of driving under the influence. MS, HS, P/T; 23 1/2 min.; VHS

"Drug Testing in the Workplace." (87/AIMS)

This videotape examines issues related to drug testing and stresses the importance of maintaining a drug-free workplace. P/T; 23 1/2 min.; VHS

"Drugs, Values, and Decisions." (81/SUN)

A three-part series that examines use, motivation to use, and making personal choices, as evidenced by the case of a young man who used pot. MS, HS, P/T; three 30-min. parts; VHS

"El Viaje del Alcohol." (87/AAP)

This Spanish videotape details recent medical facts about the effects of alcohol in the body and includes facts on sexual function and fetal alcohol syndrome. P/T; 48 min.; VHS

"Enabling: Masking Reality." (89/JOI)

By putting the problems of the alcoholic and the family into perspective, this videotape teaches concerned persons how to stop hurting and start healing. MS, HS, P/T; 22 min.; VHS

"Escape al Cautiverio (Escape to Captivity)." (Also in Spanish) (87/AAP)

Dr. Simon Solis provides a detailed explanation of the most common mind-altering drugs and emphasizes the dangers of acquiring AIDS through intravenous drug use. P/T; 43 min.; VHS

"Fast Forward Future." (88/WWI)

Three dramatic, 15-minute segments allow student characters to replay the past and see the possibilities of making choices that will help them and others. P, I; 45 min.; VHS

"Friends for Life." (88/GTR)
This videotape demonstrates the language and skill needed to help a friend get professional help when suicidal tendencies are suspected; includes warning signs. MS, HS; 22 min.; VHS

"Gentle Art of Saying No: Principles of Assertiveness." (84/SUN)
Real-life situations reveal how assertiveness techniques can be effectively used in a positive, sensitive, and nonaggressive way. MS, HS; 41 min.; VHS

"Get It Straight." (85/MED)
This videotape emphasizes that saying "no" to drugs is okay. MS, HS; 20 min.; VHS

"Get the Message." (84/GTR)
This videotape teaches children how to analyze information correctly so they are not confused by mixed messages and emphasizes that saying "no" is everyone's right. P, I; 18 min.; VHS

"Hard Facts About Drugs." (88/USDE)
This videotape introduces a freshman class through a photograph, shows scenes throughout the high school years, and closes with six members missing from the photograph. MS, HS; 22 min.; VHS

"High Powder." (83/SPI)
This videotape highlights the dilemma of difficult choices that students have to make and portrays a student pusher targeting the ski team. MS, HS; 29 min.; VHS

"How Can I Tell If I'm Hooked." (86/SUN)
This videotape offers a definition of addiction, addresses questions that need to be asked, teaches how to recognize when someone is addicted, and identifies who is at risk. MS, HS, P/T; 25 min.; VHS

"How Do You Tell?" (82/CMTI)
This presentation encourages students to adopt the slogan, "If it isn't healthy, then don't do it," and is aimed at students who are at the most vulnerable age for initiation into use. P, I; 13 min.; film

"How to Talk to Your Kids About Growing Up Without Drugs and Alcohol." (85/SND)
This is a videotape that offers a practical, easy-to-follow approach to improve family communications related to drug use. P/T; 27 min.; VHS

"I Live in an Alcoholic Family." (88/SUN)
Using true-to-life stories, this program explores how three teenagers are helped to come to grips with the reality of having an alcoholic parent. MS, HS, P/T; 35 min.; VHS

"I.C. Berg Goin' to Gronup: Chapter I." (87/CLC)
I.C. Berg, a cool penguin, encounters smoking, drinking, and inhalant use but makes good personal choices, thus reinforcing the positive message of refusing to use drugs. EC, P; 7 min.; VHS

"I.C. Berg Goin' to Gronup: Chapter II." (89/CLC)
In the sequel to Chapter 1, I.C. Berg encounters a bear who has problems with peer pressure and a flamingo with an eating disorder who learn the value of healthy choices. EC, P; 10 min.; VHS

"If Someone in Your Family Drinks." (86/SUN)
This videotape explores the special dynamics of a family in which one family member drinks and demonstrates family denial and family roles that, in effect, give the alcoholic member permission to drink. MS, HS, P/T; 26 min.; VHS

"Jason Makes a Decision." (84/TYL)
An award-winning film (with study guide and musical score) that shows how one young person resists peer pressure and decides not to use drugs. I; 12 min.; VHS

"Just Say No." (87/CMTI)
Using clever animation and live interviews with members of the Just Say No movement, this videotape emphasizes that the best way to stay out of trouble with alcohol, tobacco, and other drugs is to stand firm and resist. P, I; 14 min.; VHS

"Kevin's Story." (83/DF)
Kevin Tannel tells his personal and tragic story after being sentenced, for the manslaughter of an 18-year-old girl while driving drunk, to speak for one year to high school parents, students, and teachers about the accident. MS, HS, P/T; 20 min.; VHS

"Lookin' Good." (88/USDE)
Several middle school students find themselves caught up in a life-threatening, drug-related incident at an older student's party. MS; 52 min.; VHS

"Lots of Kids Like Us." (83/GTR)
Ben and his sister, Laurie, present a healthy picture of children coping with a father's alcoholism and learning lessons about coping and not being at fault or alone. P, I, P/T; 28 min.; VHS

"Marijuana Alert: Slides from Scientists." (86/WDP)
Peggy Mann, nationally known drug use prevention author, shows how marijuana affects the body, including the unborn. MS, HS, P/T; 40 min.; slide and tape

"Me Power: Building Self-Confidence." (86/SUN)
This videotape explores how self-confidence or the lack of it affects one's ability to cope and defines and traces the development of self-confidence through a four-step process. I, MS, HS, P/T; 29 min.; VHS

"Medical Aspect of Mind-Altering Drugs." (87/FMS)
Drugs are grouped into major categories to illustrate their mental and physical effects on human physiology. MS, HS, P/T; 30 min.; VHS

"No Kid of Mine." (87/AIMS)
Parents of alcohol- and drug-addicted children talk candidly about their experiences and give insights into recognizing signs of drug and alcohol use. P/T; 30 min.; VHS

"No Matter How You Say It...Say No." (87/TGT)
A production developed by the Just Say No Foundation, this videotape features basketball star Isiah Thomas and spells out the three-step approach to saying "no" to drugs. I, MS, HS; 12 min.; VHS

"Not Me." (88/JCP)
This discussion-evoking videotape drama about crack and cocaine use among teenagers encourages viewers to discuss and devise their own solutions. MS, HS; 40 min.; VHS

"Open Secrets." (85/CMTI)
A hospital setting provides the background for examining attitudes and communication while three family members await the outcome of a fourth involved in an alcohol-related accident. HS, P/T; 25 min.; VHS

"Organizing Parent Peer Groups." (82/PTA)
This filmstrip explains how parents can strengthen their children's security and self-esteem by adopting a program of mutual cooperation and suggests how to form parent groups. P/T; 15 min.; filmstrip

"Parents with Alcoholism: Kids with Hope." (86/SUN)
Drawn from actual case studies, this program examines the many ways a parent's alcoholism affects the rest of the family and helps children of alcoholics understand how they can help themselves. MS, HS; 33 min.; VHS

"Person to Person: Learning to Communicate." (86/SUN)
This videotape teaches students the interpersonal skills that will enable them to communicate effectively by examining some typical problems that teens have in speaking and listening. MS, HS; 42 min.; VHS

"Positive Action Steps for Parents of Drug Abused Kids." (88/CII)
A presentation of concrete and workable action steps that parents can initiate. The videotape includes a discussion of effective parent responses, communication, discipline, and support groups. P/T; 23 min.; VHS

"Prevention." (87/GTR)
The viewer is presented the concept of prevention, then shown six young people who have suffered the grim consequences of alcohol and other drug use. I, MS, HS; 12 min.; VHS

"Private Victories." (88/USDE)
Four 24-minute dramas are designed to capture the interest of high school students to help them lead drug-free lives while encouraging students to accept the consequences of their actions. HS; 24 min.; VHS

"Project Graduation (Project Celebration)." (87/DPT)
This videotape focuses on the planning involved in putting together an all-night, drug-free graduation party. HS, P/T; 15 min.; VHS

"Say No to Drugs—It's Your Decision." (86/DEA)
Dave Winfield, professional baseball player, interviews experts in the drug use field and emphasizes the "just say no" approach to the use of illegal drugs. MS, HS, P/T; 17 min.; VHS

"Shattered—If Your Kid's on Drugs." (86/CCP)
A 60-minute portrayal of teenage addiction featuring Burt Reynolds, Judd Nelson, and Earl Holliman underscores the dynamics of denial, enabling, and manipulating behaviors while creating an understanding of how family members play a part in recovery. P/T; 60 min.; VHS

"Short Stories for Little People." (88/CLC)
This program presents four entertaining short stories on the aspects of friendship featuring Jake, the gnome, and a collection of animals. EC, P; 30 min.; VHS

"Smokeless Tobacco: The Sean Marsee Story." (87/DIS)
Using the death of a 19-year-old track star due to oral cancer, the film stresses that smokeless tobacco is not a safe alternative to smoking and shows by example that it's okay to say "no." I, MS, HS; 16 min.; film

"Sooper Puppy Series: Drink, Drank, Drunk." (88/CMTI)
Live-action puppets effectively illustrate the effects of alcohol on the body and mind while teaching the importance of saying "no" and staying away from those who encourage the use of alcohol. P, I; 16 min.; film

"Sooper Puppy Series: Flying High." (88/CMTI)
By illustrating that success in life requires work and imagination, not medication, this program inspires children to look within themselves for happiness and to recognize that those who offer or use drugs are not friends. P, I; 17 min.; film

"Sooper Puppy Series: Puff of Smoke." (88/CMTI)
Children learn the physical and mental effects of cigarette smoking and are taught how to handle the pressures of advertisers and peers. P, I; 17 min.; film

"Sooper Puppy Series: Self-Esteem." (88/CMTI)
In this self-esteem film, Baxter, a live-action puppet, learns the secrets of personal success through the power of a strong self-image. P, I; 19 min.; film

"Speak up, Speak out." (88/USDE)
Friends help a responsible student say "no" when, on a senior trip, pressure is put on him to have a drug/alcohol party in his room. HS; 22 min.; VHS

"Stand up for Yourself: Peer Pressure and Drugs." (87/CHU)
Through peer dramatization of real-life situations, students are provided techniques in social skill development and ways to say "no" to drugs, alcohol, and tobacco. I, MS, HS; 16 min.; film

"Step-by-Step: Asking for It." (86/CHE)
This program teaches children step-by-step how to make requests in an assertive nonaggressive way, how to reach compromise, and what to do when no compromise is possible. EC, P; 20 min.; VHS

"Step-by-Step: Clear Thinking About Groups." (86/CHE)
This videotape focuses on the following three-key skills that everyone needs to master for group situations: how to select a group, how to enter a group, and how to maintain independence in a group. I, MS; 17 min.; VHS

"Step-by-Step: Helping Your Children Stay out of Trouble." (86/CHE)
This program shows parents how to recognize trouble and how to help their children avoid trouble by finding something else to do. P/T; 40 min.; VHS

"Step-by-Step: Making Friends." (86/CHE)
This videotape emphasizes conscious choice and action as well as ways to deal with rejection. I, MS; 15 min.; VHS

"Step-by-Step: Negotiation Skills." (86/CHE)
Humorous but practical, this videotape shows how a young man's alter ego teaches him to identify negotiable situations and then to use a valuable skill to ask for what he wants and to resolve problems. MS, HS; 25 min.; VHS

"Step-by-Step: Staying out of Trouble." (86/CHE)
This program demonstrates self-control skills that help children think through consequences by getting them to stop, think, and act. MS; 9 min.; VHS

"Step-by-Step: Staying out of Trouble with Your Friends." (86/CHE)
Using realistic situations and role playing, preteens and young adults discover how they can deal with peer pressure, stay out of trouble, and keep their friends. P, I, MS; 29 min.; VHS

"A Story of Feelings." (82/JOI)
Presented in children's art cartoon form, this program helps viewers understand the role their feelings play in their lives. EC, P, I, MS, P/T; 10 min.; VHS

"Straight at Ya." (88/USDE)
Kirk Cameron, teen celebrity, presents some of the social and personal dilemmas that kids face when they are first exposed to drugs. MS; 42 min.; VHS

"Straight Up: Attitudes and Perception." (88/USDE)
One in a series of three programs that challenge adolescents to say "no" to peer pressure and gang involvement. I, MS; 30 min.; VHS

"Straight Up: Knowledge and Facts." (88/USDE)
One of three programs that challenge adolescents to say "no" to peer pressure and gang involvement. I, MS; 30 min.; VHS

"Straight Up: Self-Image and Life Skills." (88/USDE)
One of three programs intended to challenge adolescents to say "no" to peer pressure and gang involvement. I, MS; 30 min.; VHS

"Targets." (85/CMTI)
This videotape provides teenagers with a framework for examining their own lives and teaches them how to assert themselves before they are caught in the cycle of victimization. MS, HS; 19 min.; VHS

"Turning Off: Drugs and Peer Pressure." (82/SUN)
This two-part film uses true-to-life dramatization to make students aware of the different and subtle ways peer pressure operates to influence their decision to use drugs and teaches assertive coping techniques. MS, HS, P/T; 22 min.; film

"Voices and Visions: Alcoholism in the Family." (88/FII)
This is an award-winning videotape in which teenagers speak out in their own impressive production concerning their parent's alcoholism. I, MS, HS, P/T; 28 min.; VHS

"Wasted: A True Story." (83/PRD)
In this film, a 15-year-old describes his drug addiction and tells how it nearly destroyed his life and the lives of those who love him. MS, HS; 24 min.; film

"When Your Parents Drink Too Much." (87/CMTI)
Feelings such as anger, humiliation, and helplessness that accompany the disease of denial are discussed. I, MS, HS; 27 min.; VHS

"Where's Shelly?" (83/JOI)
A realistic story about 9- to 11-year-old children who are given the opportunity to use beer and marijuana focuses on the decision not to use and the factors that affect that decision. I, MS, P/T; 13 min.; film

"Why Say No to Drugs?" (86/EBE)
Inspirational and informative, this videotape shows young people resisting the peer pressure to use tobacco, alcohol, marijuana, and other drugs. I, MS; 16 min.; VHS

"You Have a Choice." (84/SPI)

John Marshall, Susan Osborn, and Gordon Jump offer insights into parent communication, teenage stress, and peer pressure and discuss new techniques for dealing with these problems. HS, P/T; two 50-min. parts; film

Appendix B: Annotated Bibliography

Andrews, R. L., and Hearne, J. T. "Effects of Primary Grades Health Curriculum: Project on Student and Parents' Smoking Attitudes and Behavior," *Journal of School Health* 54:1 (1984): 18-20.

Reports results of a longitudinal Primary Grades Health Curriculum Project. The project was a study of the relationship between an activity-centered experiential health education program and positive health attitudes, expectancy of use, and changes in behavior.

Baker, C. A. "Toward a Rationale for a Supervisory Model of Instruction in Multi-Cultural Student Populations or Sweathogs Won't Bite." Curriculum Research and Development Center. Indiana State University. Terra Haute, Indiana (1984).

Provides a model to use in multicultural education and strategies to apply in the classroom.

Bennett, G. *Substance Abuse: Pharmacological, Developmental, and Clinical Perspectives.* New York: John Wiley and Sons, 1983.

Offers a consistent bio-psychosocial view of substance use throughout the human lifespan. The author focuses on prevention as well as treatment.

Bloom, M. D., and Greenwald, M. A. "Alcohol and Cigarette Use Among Early Adolescents." *Journal of Drug Education* 14:3 (1984): 195-203.

Assesses the cigarette and alcohol behaviors, attitudes, and knowledge of 596 fifth through seventh graders in the Washington State-Oregon area.

Blotner, R., and Levander, L. "SPECDA—A Comprehensive Approach to the Delivery of Substance Abuse Prevention Services in the New York City School System Is Reviewed." *Journal of Drug Education* 16:1 (1986): 83-89.

Reviews SPECDA, a comprehensive substance use prevention approach that links school-based drug counselors and police officers to provide drug education and prevention services.

Botvin, G. J. "Substance Abuse Prevention Research: Recent Developments and Future Directions." *Journal of School Health* 56:9 (1986): 369-374.

Presents two models for drug prevention: the social influence model and the cognitive/behavioral personal and social skills model. More than 20 research programs based on these two models have demonstrated significant reductions in substance use.

Presents current pharmacological knowledge with particular reference to principles and concepts written primarily for students and practitioners.

Clark, W. G. *Goth's Medical Pharmacology*, 12th ed. New York: The C.V. Mosby Co., 1988.

Examines a rationale for a multicultural approach to education by focusing on our students' futures.

Cortez, Carlos E. "Multi-Cultural Education: Preparing Young People for Life in an Integrated Nation and an Integrated World." Speech at the conference on "From Desegregated Schools to Integrated Education." Milwaukee, Wisconsin. (July 11, 1979.)

Presents a transactional process model of human judgment and information processing that directs attention away from the mere accumulation of information to the needs, motives, and abilities of the information.

Cvetkovich, G. "Child and Adolescent Drug Use: A Judgment and Information Processing Perspective to Health Behavior Interventions," *Journal of Drug Education* 17:4 (1987): 295-307.

Summarizes the consequences of adolescent alcohol and drug use. The article includes the results of the 1986 National High School Senior Survey and the 1985 National Household Survey.

Czechowicz, D. "Adolescent Alcohol and Drug Abuse and Its Consequences—An Overview," *American Journal of Drug and Alcohol Abuse* 14:2 (1988): 189-197.

Examines forces that must be considered in developing alcoholism prevention strategies targeted to the needs of black youth.

Dawkins, M. P. "Alcoholism Prevention and Black Youth," *The Journal of Drug Issues* 18:1 (1988): 15-20.

Assesses the impact of Project DARE on knowledge, attitudes, and self-reported behavior of seventh-grade curriculum recipients.

DeJong, W. "A Short-Term Evaluation of Project DARE: Preliminary Indications of Effectiveness," *Journal of Drug Education* 17:4 (1987): 279-293.

Describes a three-year study that evaluates Nebraska student behaviors regarding frequency of riding with drinking drivers, frequency of drinking, and frequency of drinking to excess. The study was conducted from the freshman through junior years in high school.

Duryea, E. "Effects of a Preventive Alcohol Education Program After Three Years," *Journal of Drug Education* 18:1 (1988): 23-31.

Edwards, E. D., and Edwards, M. E. "Alcoholism Prevention/Treatment and Native American Youth: A Community Approach." *The Journal of Drug Issues* 18:1 (1988): 103-114.

Addresses prevention, education, and treatment approaches for combatting problems of alcohol use in American Indian children, adolescents, and their families. Included are primary interventions that promote alternative activities to drinking while emphasizing positive feelings of self-esteem and identity.

Eiseman, S. "M.D.A.: A Multi-Disciplinary Approach for Teacher Effectiveness Training in Drug Education." *Journal of Drug Education* 14:4 (1984): 357-367.

Discusses the need for preservice and inservice teacher training in drug education methods. The approach incorporates the principles of psychology, sociology, health science, and communications with drug education.

Fors, S. W., and Rojek, D. G. "The Social and Demographic Correlates of Adolescent Drug Use Patterns." *Journal of Drug Education* 13:3 (1983): 205-221.

Reports research done on Jessor's three systems (Personality, Perceived Environment, and Behavior) to gain insight into factors affecting drug-taking patterns.

Galen, F. J. "Alcoholism Prevention and Hispanic Youth." *The Journal of Drug Issues* 18:1 (1988): 49-58.

Discusses the nature of Hispanic youth, the significance of a bicultural perspective in prevention, and an understanding of the themes of conflict that face Hispanic youth.

Gersick, K. E. "Social-Cognitive Skill Development with Sixth Graders and Its Initial Impact on Substance Use." *Journal of Drug Education* 18:1 (1988): 55-69.

Describes a primary prevention research project. The project involved a 12-session cognitive skill development curriculum aimed at reducing rates of substance use.

Gilbert, M. J., and Alcocer, A. M. "Alcohol Use and Hispanic Youth." *The Journal of Drug Issues* 18:1 (1988): 33-48.

Reviews recent, pertinent literature on the extent and nature of alcohol-related behavior among Hispanic adolescents.

Reviews the impact of drug (including alcohol and tobacco) education in the schools. Major weaknesses are identified with respect to planning, development, implementation, and evaluation of programs.

Goodstadt, M. S. "School-Based Drug Education in North America: What Is Wrong? What Can Be Done?" *Journal of School Health* 56:7 (1986): 278-281.

Examines patterns of emerging substance use among sixth, seventh, and eighth grade students in two New England towns.

Grady, K. "The Emergence of Adolescent Substance Abuse." *Journal of Drug Education* 16:3 (1986): 203-219.

Reports results of a national survey representative of a cross-section of youths, ages 14-21 (1979). The article includes statistics for alcohol consumption from NIDA.

Grant, B. "Stability of Alcohol Consumption Among Youth: A National Longitudinal Survey." *Journal of Studies on Alcohol* 49:3 (1988): 253-260.

Examines the effects of alcohol use prevention curricula designed to have an impact on hypothesized mediating variables and to teach individual social pressure resistance skills.

Hansen, W. B.; Graham, J. W.; and Wolkenstein, B. "Differential Impact on Three Alcohol Prevention Curricula on Hypothesized Mediating Variables." *Journal of Drug Education* 18:2 (1988): 143-152.

Encourages adoption of policies to create drug-free schools. The guide is written for administrators, teachers, guidance counselors, and others concerned with effective education and the well-being of students.

Hawley, R. A.; Petersen, R. C.; and Mason, M. C. *Building Drug-Free Schools: An Educator's Guide to Policy, Curriculum, and Community Consensus*, 1986.

Describes 11 skits on the topic of smoking. The skits are especially designed for high school students.

Hoffman, A. L. "A Toblacko Belt in Karate: Classroom Theater on the Hazards of Smoking." *Journal of School Health* 56:8 (1986): 337-338.

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Kozicki, Z. A. "Why Do Adolescents Use Substances (Drugs/Alcohol)?" *Journal of Alcohol and Drug Education* 32:1 (1986): 1-7.

Lohrmann, D. K., and Fors, S. W. "Can School-Based Educational Programs Really Be Expected to Solve the Adolescent Drug Abuse Problem?" *Journal of Drug Education* 16:4 (1986): 327-337.

Reviews literature related to adolescent drug use from the perspectives of law enforcement, treatment, and prevention.

Maddahian, E.; Newcomb, M. D.; and Bentler, P. M. "Single and Multiple Patterns of Adolescent Substance Use: Longitudinal Comparisons of Four Ethnic Groups." *Journal of Drug Education* 15:4 (1985): 311-325.

Examines patterns of drug use for 847 adolescents from four different ethnic backgrounds over a five-year period.

Moberg, P. D. *Evaluation of Prevention Programs: A Basic Guide for Practitioners.* Madison: Wisconsin Clearinghouse, 1984.

Delineates the area of prevention and educates the reader to the full range of evaluation techniques available. In addition, the booklet provides the reader with a set of realistic expectations regarding prevention evaluation and helps the reader match evaluation approaches to a program.

Moskowitz, J. M., and Jones, R. "Alcohol and Drug Problems in the Schools: Results of a National Survey of School Administrators." *Journal of Studies on Alcohol* 49:4 (1988): 299-305.

Presents the results of a survey of public high school administrators in the United States. The purpose of the survey was to gather information about the nature and extent of school problems with student alcohol and drug use.

Napier, T. L. "Factors Associated with Illegal Drug Use in Rural Georgia." *Journal of Drug Education* 13:2 (1983): 119-137.

Assesses the extent of illegal drug use among 2,060 junior and senior high school students in rural Georgia.

Newcomb, M. D., and Bentler, P. M. "Frequency and Sequence of Drug Use: A Longitudinal Study from Early Adolescence to Young Adulthood." *Journal of School Health* 16:2 (1986): 101-119.

Presents results of an eight-year study to determine the frequency and sequence of drug use among seventh, eighth, and ninth graders.

Newman, I. M. "Effects of Teacher Preparation and Student Age on an Alcohol and Drug Education Curriculum." *Journal of Drug Education* 14:1 (1984): 23-25.

Documents the evaluation of alcohol/drug education in 25 Nebraska junior high schools involving 1,800 students in Grades 7-9.

Oetting, E. R.; Beauvais, F.; and Edwards, R. "Alcohol and Indian Youth: Social and Psychological Correlates and Prevention." *The Journal of Drug Issues* 18:1 (1988): 87-100.

Examines psychosocial correlates to prevention. Young native American heavy alcohol users (ages 12-16) were matched with nonusers in this study.

Provides measuring devices that, if used judiciously, can improve evaluation of health programs dealing with alcohol use.

Office of Disease Prevention and Health Promotion. *Alcohol Abuse Education.* Los Angeles: IOX Assessment Associates, 1988.

Offers help to those individuals who wish to evaluate health education programs dealing with drug use. The handbook provides a series of measuring devices that, if selected and used judiciously, can improve the quality of such evaluations.

Office of Disease Prevention and Health Promotion. *Drug Abuse Education.* Los Angeles: IOX Assessment Associates, 1988.

Suggests measuring devices that can improve the quality of evaluations for programs dealing with smoking.

Office of Disease Prevention and Health Promotion. *Smoking Cessation.* Los Angeles: IOX Assessment Associates, 1988.

Relates the levels of substance use by adolescents to perceived psychological distress, self-concept, and parental involvement.

Pandina, R. J., and Schuele, J. A. "Psychosocial Correlates of Alcohol and Drug Use of Adolescent Students and Adolescents in Treatment." *Journal of Studies on Alcohol* 44:6 (1983): 950-973.

Suggests that psychological factors play a different role in adolescent drug involvement within various social and cultural groups. Depressive mood and normlessness showed a correlation with drug use.

Paton, S., and Kandel, D. B. "Psychological Factors and Adolescent Illicit Drug Use Ethnicity and Set Differences." *Journal of Adolescence* 13:50 (1987): 187-199.

Reports results of a survey of elementary school-age children. A drug- and alcohol-related questionnaire was distributed to the fourth-, fifth-, and sixth-graders in an urban school district in Pennsylvania.

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Provides a good foundation for understanding many of the issues related to multicultural education.

Ravitch, D. "Diversity and Democracy: Multi-Cultural Education in America." *American Educator* (1990): 16-48.

Ried, L. D.; Martinson, O. B.; and Weaver, L. C. "Factors Associated with the Drug Use of Fifth-Eighth Grade Students." *Journal of Drug Education* 17:2 (1987): 149-159.

Reports on a study of demographic and psychosocial factors associated with drug use of fifth through eighth grade students.

Sheppard, M. A. "Drug Abuse Prevention Education: What Is Realistic for Schools?" *Journal of Drug Education* 14:4 (1984): 323-329.

Explores some of the explanations for drug use including environmental influences; influence of family, society, and peers; personal criteria; and drugs themselves.

Sheppard, M. A.; Goodstadt, M. S.; and Willett, M. M. "The Drug Education Drug Use Dilemma." *Journal of Drug Education* 17:3 (1987): 197-201.

Examines possible relationship between reported exposure to drug education and reported use of cannabis in over 4,000 secondary school students.

Tricker, R., and Davis, L. G. "Implementing Drug Education in Schools: An Analysis of the Costs and Teacher Perceptions." *Journal of School Health* 58:5 (1988).

Examines conditions in which two substance use prevention curricula were implemented in three Oregon school districts. Data related to teacher involvement were collected from on-site interviews.

U.S. Department of Education. *Drug Prevention Curricula: A Guide to Selection and Implementation.* Washington, D.C.: U.S. Department of Education, 1988.

Provides information and ideas for the selection and implementation of curricula designed to prevent drug use.

USDE. *What Works: Schools Without Drugs.* Washington, D.C.: U.S. Department of Education, 1987.

Reviews reliable and significant findings available on drug use by school-age youth. This handbook reveals the extent of drug use among students and the dangers associated with it.

U.S. Department of Health and Human Services. *Drug Abuse and Drug Abuse Research.* Austin: Texas Commission on Alcohol and Drug Abuse, 1987.

Summarizes current knowledge of the extent and health consequences of drug use as well as recent developments in research in the prevention of drug dependency. This book is a triennial report to the Congress.

Assists prevention program staff to work cooperatively with evaluators and researchers to apply their skills, knowledge, and sensitivities in the design and implementation of evaluations.

USDHHS. *Working with Evaluators.* DHHS Publication No. ADM. 88-1233. Rockville: Institute on Drug Abuse, 1988.

Details the history, composition, and use of drugs. The authors also consider the side effects of drugs in relation to their therapeutic values, the harmful effects of drugs on the human body, and their potential for inducing dependence.

Witters, W., and Venturelli, P. *Drugs and Society.* 2nd ed. Boston: Jones and Bartlett Publishers, Inc., 1988.

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Appendix C: Drug Chart

Drugs and Their Effects

This chart is a quick reference for educators and is not intended for distribution to students, nor is it intended for identification or diagnostic purposes. For more detailed information, consult a reliable pharmacological resource in your community. If there is suspicion of drug use, identify behavior changes, document, and consult with a counselor, school nurse, administrator, or parent, according to the policy of the district.

Negative effects will vary with each individual. Some people have very serious effects with first use while others may experience harmful effects only after chronic use. The earliest consequences are frequently behavioral or social, which may be the most critical health concern. Drug use is a learned behavior that begins with first use. The goal is to prevent that first use.

TYPE OF DRUG	NAME OF DRUG	METHOD OF USE	NEGATIVE EFFECTS
Alcohol (depressant)	Beer Wine Liquor Wine coolers Cough remedies	Swallowed in liquid form	Depressant effects cause impairment to the mental, intellectual, and judgmental functioning. Other effects include decreased alertness, loss of coordination, depression, stupor, nausea, impaired memory, addiction, obesity, malnutrition, impotence, severe mental disorders, ulcers, brain damage, liver damage, delirium tremens, loss of consciousness, increased risk for cancer, hypertension, and coma. It is the cause of 100,000-150,000 deaths in the U.S. annually. Use during pregnancy may cause fetal alcohol syndrome, a leading cause of mental retardation in the United States.
Other depressants	Barbiturate Pentobarbital Phenobarbital Secobarbital Amobarbital	Taken by mouth or injected	Effects include decreased alertness, confusion, drowsiness, irritability, poor coordination, lack of judgment, loss of appetite, sleep disorders, nausea, addiction, and possible death.
	Narcotics Dilaudid Demerol Methadone	Taken orally or injected into veins	Use may result in decreased alertness, confusion, hallucinations, stupor, slurred speech, nausea, vomiting, unconsciousness, and/or death.
	Opium Morphine Heroin	Injected or smoked	
	Codeine	Liquid or pill form	

TYPE OF DRUG	NAME OF DRUG	METHOD OF USE	NEGATIVE EFFECTS
Other depressants, continued	Tranquilizers, Anti-anxiety, sedative Valium (diazepam) Dalmane	Taken orally or injected	Use may lead to dependence and withdrawal symptoms that include convulsions, tremors, cramps, and overdose.
Cannabis	Marijuana Hashish	Most often smoked; sometimes eaten with food	Drug combines stimulant, hallucinogenic, and depressant effects. The effects of intoxication, or high, may last 48 hours, long after the individual considers himself under the influence. User may experience reduction of inhibitions, panic, impaired memory, paranoia, loss of concentration, loss of coordination, amotivational syndrome (loss of interest, ambition, goals, and motivation), changes in perception, sterility, impaired heart function, lowered resistance to infection, lung cancer, psychological dependence, delayed sexual development, and lung damage caused by exposure to the smoke. Fetal marijuana syndrome may result from use during pregnancy, causing low-birth weight and developmental abnormalities of infants perinatally exposed to marijuana.
Hallucinogens	PCP (phencyclidine)	Most often smoked; can be snorted, injected, or taken orally. PCP is sometimes found in marijuana cigarettes.	Use may cause perceptual distortions, confusion, agitation, impaired memory, anxiety, loss of coordination, delusions, panic, irrational thought patterns, violent behaviors, and/or long-term developmental consequences. Delusions, increased panic, severe mental disorders, or death may result from use.
	LSD	Injected, taken orally, or may be absorbed through the skin	
	Mescaline Psilocybin	Taken orally in their natural form	
Inhalants	Solvents Gasoline and other fuels Model glue and adhesives Typewriter correction fluid Felt-tip markers	Inhaled or sniffed, often with use of container such as soft drink can, paper sack, or plastic bag; rags may be used to disperse fumes.	The easily available household compounds are most frequently abused. Use may cause poor coordination, stupor, impaired thought processes, unconsciousness, violent behavior, hallucinations, and damage to liver, kidneys, and bone marrow. Single use may cause permanent brain damage.
	Aerosols Hairsprays Deodorants Insecticides Freon	Sprayed into container and inhaled	

TYPE OF DRUG	NAME OF DRUG	METHOD OF USE	NEGATIVE EFFECTS
Inhalants, continued	Anesthetics Ether Chloroform Nitrous oxides	Breathed with use of cone or mask	Negative effects include neuropathy, muscle weakness, nausea, vomiting, hallucinations, loss of consciousness, nerve or brain damage, and/or death by anoxia.
	Volatile nitrites Amyl Butyl	Sniffed or inhaled from gauze or ampules	Extremely rapid action. Effects within 30 seconds lasting no more than 3 minutes. They include increased heart rate, drop in blood pressure, dizziness, nausea, and headaches.
Steroids	Anabolic steroids Anaver Androl-50 Winstrol Maxibolin Dianabol	Taken orally or injected	Severe acne, nausea, vomiting, diarrhea, hair loss, deep depression, excitation, power delusion episodes, aggressive behavior, uncontrolled violence, heart disease, hypertension, stroke, kidney damage, and abnormal liver function are among the negative effects. May also cause sexual underdevelopment or delays. In males, problems may include atrophy of genitalia, sterility, and stunted growth. In females, a decrease in estrogen, deepening of voice, a masculine build, and an increased risk of cancer.
Stimulants	Amphetamines Diet pills Speed Dextroamphetamine	Taken orally in pill or capsule form; injected into veins	Results include excitation, restlessness, rapid speech, irritability, convulsions, insomnia, hallucinations, severe mental disorders, anorexia, malnutrition, and/or death
	Metamphetamines	Most often in powder form; snorted, swallowed, injected	
	Ice	A smokeable form of methamphetamine	Lethargy, severe depression, paranoia, possible cardiopulmonary effects are likely to occur. Produces a high that may last 12 hours.
	Cocaine	Most often snorted (sniffed onto mucous membranes in nose); can be taken orally, injected, or smoked	Negative effects include irritability, depression, mental disorders, damage to lining of nose and blood vessels when sniffed, seizures, heart failure, stroke, and death. When taken during pregnancy, cocaine can lead to abruptio placenta, miscarriages, and fetal death. Infants exposed perinatally may have long-lasting effects that include tremors, seizures, learning problems, delay or difficulty in bonding, and failure to thrive.
	Crack (a crystalized derivative of cocaine)	Smoked	Crack is an extremely addicting form of cocaine with the same effects and problems, including insomnia, agitation, and paranoia. Users experience a very short period of intoxication for five to 10 minutes.

TYPE OF DRUG	NAME OF DRUG	METHOD OF USE	NEGATIVE EFFECTS
Stimulants, continued	Nicotine/Tobacco	Smoked in cigarettes, cigars, and pipes; also found in snuff and chewing tobacco	Short-term problems include headache, loss of appetite, difficulty in breathing, and nausea. Tobacco, responsible for the single largest preventable cause of death in the U.S., causes cancer of the mouth, throat, and lungs and heart disease. Use during pregnancy may cause premature birth, fetal injury, and low birth weight.

For additional information, consult the following reference:
"Let's All Work to Fight Drug Abuse." International Drug Education Association
4213 Wiley Post Road, Suite 100; Dallas, TX 75244; (214) 387-2230.
Updated on a frequent basis; current and reliable information.

Appendix D: Glossary of Terms

Addict
Someone who cannot stop using a habit-forming drug or substance. An addict is also a person exhibiting addiction.

Addiction
As defined by the World Health Organization (WHO): A state of periodic or chronic intoxication produced by the repeated use of a drug. Addiction is also defined as: (1) Overpowering compulsion for continuing and obtaining a drug. (2) Increased dosage and tolerance of a drug. (3) Physiological or psychological dependence on some agent (e.g., alcohol, drug), with a tendency to increase its use.

Additive Effect
An increased effect observed when two drugs having similar biological actions are administered. The net effect is the sum of the independent effects exerted by each drug.

Alcohol (Ethanol)
A widely used sedative hypnotic drug obtained by fermentation of carbohydrates by yeast. The active form of alcohol is ethyl alcohol. Also called grain alcohol.

Amphetamine
A behavioral stimulant that temporarily increases energy and mental alertness. Amphetamines are for use with a prescription only and under a doctor's supervision.

Analgesic
A drug that relieves pain without loss of consciousness—for example, aspirin and opiates.

Anesthetic
A drug that causes loss of sensation or feeling (especially pain) by its depressant effect on the nervous system. There are two types of anesthetics: *General*, which produces a sound sleep and is used for surgical procedures calling for a total sleep state, and *local*, which deadens a specific area of the body for medical procedures such as dental extraction.

Antagonism
A reaction that occurs when two drugs influence a physiologic system in opposite directions, one drug cancelling the effect of another.

Antidepressant
Medicines used to treat patients with depressive psychological illness.

Antihistamine
A drug that prevents or antagonizes the action of histamine, a normal body chemical that is believed to cause symptoms in persons hypersensitive to various allergens. Side effects include drowsiness, dizziness, and muscular weakness. These drugs can be dangerous if taken by an individual operating automobiles or heavy machinery.

Antipsychotic
A drug that produces an effect of emotional quieting and relative indifference to one's surroundings. These drugs are also called major tranquilizers.

Barbiturate
Sedative hypnotic drugs that decrease the activity of the central nervous system and depress respiration, affect the heart rate, and decrease blood pressure and temperature.

Caffeine
One of the bitter, crystalline alkaloids found in coffee, tea, cola drinks, and chocolate which acts as a central nervous system stimulant and a mild diuretic.

Cannabis Sativa
The scientific name for marijuana, a plant that produces a psychoactive (mind-altering) effect. The active ingredient is called tetrahydrocannabinol (THC).

Cocaine
A white, crystaline alkaloid that acts as a local anesthetic and is a dangerous illegal stimulant. It causes increased heart beat, as well as a rise in blood pressure and body temperature. In high doses, it can cause paranoid thought disturbance and tachycardia.

Codeine
A sedative and pain-relieving agent found in opium and commonly used in cough syrups and analgesics.

Crack
Freebased cocaine made of powdered cocaine hydrochloride, sodium bicarbonate, and water. Crack produces a high much more intense and rapid than that of regular cocaine.

Delirium Tremens (DT's)
A serious mental illness accompanied by shakiness, hallucinations, confusion, disorientation, sleep disorders, and other associated discomforts, lasting several days after alcohol withdrawal. DT's are caused by excessive chronic use of alcohol or narcotics. An individual experiencing DT's is extremely fearful. Hallucinations seem real until the episode has passed.

Dependence, Drug
The total psychological state in which the use of a drug is necessary for either physical or psychological well-being. Drug dependence is characterized by the need to use equal or increasing dosages of a drug to prevent withdrawal symptoms.

Depressants
A group of drugs that generally decreases the activity of the central nervous system and at high doses induces sleep.

Designer Drug (Analogue)
Any drug manufactured for illicit use by the slight chemical alteration of a known and usually legal drug.

Drug
In *ESR II*, a drug is a chemical that is illegal and/or harmful, including alcohol and tobacco.

Euphoria
A feeling of well-being or elevation of mood marked by confidence and assurance. Stimulant drugs can cause a sensation of euphoria.

Flashback
A spontaneous reoccurrence of psychedelic drug effects without taking further psychedelic drugs.

Freebase
The process of chemically converting cocaine and smoking it. It is the conversion of the stable form of an alkaloid (cocaine) into less stable but more potent form.

Hallucinogens or Psychedelics
Drugs such as LSD, mescaline, and PCP that produce profound alterations in perception. Users may see, hear, and feel things that are not there and may exhibit psychotic behaviors. These drugs may induce psychotic states and cause permanent damage to the psyche.

Hashish or Hash
A drug made by taking the resin from the stalk, leaves, and flowers of the marijuana plant (Cannabis) and pressing it into cakes. The drug is an extract from the hemp plant with a higher concentration of THC than marijuana.

Heroin
A semi-synthetic derivative produced by the chemical modification of morphine. It is highly addictive and more potent than morphine. It exists either in white or brown powder form, which is heated to dissolve it in a liquid for use.

Ice
A potent smokeable form of methamphetamine that acts as a stimulant on the central nervous system. It is similar in toxicity to cocaine.

Illicit Drug
Any drug whose sale, use, or purchase is generally prohibited by law and for which violators are subject to criminal penalties.

Inhalant, Volatile Solvent
A gaseous chemical or substance that, when inhaled into the lungs, produces a psychoactive or mind-altering condition that may be anesthetic in its effect or may cause a slowing down of body functions (for example: glue, solvent, gasoline, lacquer thinners). Nitrous oxide is an inhalant used as an anesthetic in medical procedures.

(LSD) Lysergic Acid Diethylamide
A drug manufactured from lysergic acid which is found in ergot, a fungus that grows on rye and other grains. It is one of the most potent mind-changing chemicals and is most commonly ingested by placing a small square of paper containing the drug on to the tongue.

Marijuana
The common name of cannabis sativa (a type of hemp plant) which produces the chemical tetrahydrocannibanol (THC). The drug is made up of a mixture of crushed leaves, flowers, and small branches of both male and female cannabis plants. This mixture is smoked.

MDMA (Methylenedioxy methamphetamine)
A designer drug also known as Ecstasy resulting from a slight chemical alteration in methamphetamine. It is touted as having unique pharmacological properties and unique behavioral effects such as euphoria and lowered inhibitions. MDMA is a tactile hallucinogen (one which affects the sense of touch).

Meperidine (Demorol ®)
A synthetic drug used as a narcotic analgesic.

Mescaline
A psychedelic drug which comes from the peyote cactus but can also be synthetically produced. It is an opiate narcotic and a poisonous alkaloid which produces hallucinations of sound and color. Its effects are similar to, but not as strong as, LSD. It is usually smoked or swallowed in the form of capsules, tablets, or discs.

Methadone (Dolophine ®)
A synthetically produced opiate narcotic similar to those derived from morphine.

Methaqualone
A sedative-hypnotic compound of relatively low potency. It is used medically as a sedative or hypnotic.

Morphine
A derivative of opium which has a depressing effect on the central nervous system, particularly respiration. Morphine is the major sedative and pain-relieving drug found in opium, making up approximately 10% of the crude opium matter produced.

Nalorphine (Nalline ®)
The antagonist of certain narcotic agents such as morphine.

Naloxone (Narcan ®)
A pure narcotic antagonist used to reverse low respiration in overdose cases.

Narcotic
Medically, a drug that produces sleep or stupor and also relieves pain. Legally, a narcotic is any drug regulated under federal narcotic laws that can only be obtained with a doctor's prescription. Other uses are strictly prohibited by law as described by the Harrison Narcotic Act.

Nicotine
A behavioral stimulant found in tobacco which can cause indigestion, increase in blood pressure, dulling of the appetite, and constriction of the blood vessels.

Overdose
A state in which a lethal amount of a drug is consumed. An overdose causes adverse effects and possible death.

Opiate
A drug such as morphine, codeine, or heroin that is derived from the opium poppy. Opiates induce sleep, relieve pain, and are strongly addictive. Heroin is the most abused opiate. It produces a euphoric dream state. The user becomes desperate to avoid withdrawal illness and may engage in aggressive and risk-taking behavior.

Opium
An opiate derivative obtained from the juice of the opium poppy. Opium takes the form of dark brown chunks or of a powder which is usually smoked or eaten. Its sale is strictly prohibited by law.

Over-the-Counter Medicine (OTC)
Any of a wide variety of commercially produced medications that can be purchased without a doctor's prescription.

Paregoric
A mixture of opium, camphor, glycerin, benzoic acid, and anise oil diluted in alcohol. It is used medically to control diarrhea. It can only be purchased legally with a doctor's prescription. It is often abused in combination with other drugs such as the antihistamine Tripelennamine, which is called "blue velvet" on the street.

Oxycodane (Percodan ®)
A semisynthetic narcotic analgesic that comes from opium alkaloid. It can only be purchased legally with a doctor's prescription.

PCP (Phencyclidine)
An illicit anesthetic first developed in the 1950's. PCP takes the form of a pure, white, crystal-like powder, a tablet, or a capsule. It can be swallowed, smoked, sniffed, or injected. It is sometimes sprinkled on marijuana or parsley and smoked. It causes confusion, disorientation, catatonia, and tachycardia and may produce violent behavior. In high doses, it can cause convulsions or cardiac arrest.

Physical Dependence
A physical state in which normal body functioning requires continued use of a drug. Such a state is confirmed by withdrawing the drug and noting the occurrence of withdrawal symptoms.

Polydrug Use
The use of various combinations of drugs simultaneously by an individual.

Prescription Medicine
Any commercially produced medication that can be legally sold or dispensed only on a physician's order.

Psychoactive Drug
Any chemical substance that alters normal functioning of the brain and results in mental or behavioral change.

Psychological Dependence
A compulsion to use a drug for its pleasurable effects. Psychological dependence also refers to taking a drug to avoid withdrawal symptoms once physical dependence has developed.

Sedative—Hypnotic Drugs
Drugs that decrease central nervous system arousal. They are used medically to reduce anxiety and tension and have the potential for physiological addiction. Large amounts can cause excitation, delirium, and death.

Side Effect
Any drug-induced effect that accompanies the primary effect for which a drug is administered. "Side effect" particularly refers to an adverse effect on another organ system.

Steroids
A large group of organic compounds that includes various hormones. Anabolic steroids are derived from the male hormone, testosterone, and produce certain body changes. The drugs help the body build muscle mass. They enhance performance and increase aggression and drive. Some serious side effects include liver damange, high blood pressure, and addiction.

Stimulant
Any drug that acts upon the central nervous system to produce an excited, alert, and wakeful state.

Symptom
Any condition such as a change in the physical or mental state of an individual that indicates the presence of a disease or physical disorder. Symptoms aid in diagnosis.

Synergism
The interaction of two or more drugs resulting in an effect greater than an additive effect. It occurs when one drug increases the potency of another by interfering with its disposition, thus increasing the effect of a given dose.

THC-1-Δ9-trans-tetrahydro-cannabinol
The principal psychoactive compound in marijuana. Its effects include impaired sperm formation and inhibited synthesis of testosterone in males.

Tolerance
A decrease in susceptibility to the effects of a drug due to its continued administration. Tolerance results in the need for a higher dosage to feel the same effects. It indicates a state of progressively decreased responsiveness to a drug.

Toxicity
The degree to which a drug acts like a poison in the body and the margin between the dosage that produces beneficial effects and the dosage that produces toxic effects.

Tranquilizers
Sedative-hypnotic drugs which slow down the body's functions, resulting in a lessening of anxiety. Tranquilizers can cause drowsiness, but the user will still react to stimuli.

Withdrawal
A series of symptoms that occurs after use of an addictive drug is discontinued.

Appendix E: Texas Law Related to Tobacco, Alcohol, and Other Drugs

THE LAW FOR EVERYONE

No one may:

What are the laws regarding controlled substances and dangerous drugs?

- possess, deliver, or manufacture any controlled substance or dangerous drug. (Controlled substances include marijuana, LSD, cocaine, heroin, morphine, secobarbitol, and methamphetamine; dangerous drugs have both medicinal value and harmful side effects.)
- possess or deliver **any** amount of marijuana
- be in control of any vehicle on a road or highway while under the influence of drugs

The Texas Controlled Substances Act (Art. 4476-15) and the Texas Dangerous Drugs Act (Art. 4476-14) of Vernon's Texas Civil Statutes designate penalties ranging from fines to jail sentences for violation of these laws.

THE LAW FOR MINORS

How old must a person be to purchase, possess, or drink an alcoholic beverage?

The Texas Alcoholic Beverage Code prohibits the purchase, possession, and consumption of alcohol by minors. The main provisions of this law are as follows:

- A minor is any person less than 21 years of age for purposes of this code.
- It is illegal for a minor to purchase alcoholic beverages.
- It is illegal to sell alcoholic beverages to minors.
- It is illegal for minors to drink alcoholic beverages unless the minor is in the visible presence of an adult parent, spouse, or legal guardian.
- It is illegal for minors to falsely pretend to be 21 years old or older in order to obtain alcoholic beverages.

What constitutes an alcoholic beverage?

An alcoholic beverage is any drink with at least one-half of one percent (1/2 of 1%) alcohol. This includes beer, wine, wine coolers, and other liquors.

What if an adult gives a minor an alcoholic beverage?

According to Texas law, it is illegal for an adult to provide a minor with an alcoholic beverage unless the minor is in the visible presence of an adult parent, spouse, or legal guardian.

What constitutes legal intoxication?

Being intoxicated or under the influence of drugs on a public highway is a violation of Texas law.

A person having a blood alcohol content of .10 is considered legally impaired or intoxicated under Texas law.

Are there any restrictions on tobacco use by minors in Texas?

Texas law prohibits the sale or delivery of tobacco in any form to persons under 18 years of age, or to any person whose intent is to deliver it to a person younger than 18 years of age. (Article 4476-16, Vernon's Texas Civil Statutes, amended by 71st Legislature, Ch. 607, section 1.)

THE TEXAS EDUCATION CODE

Section 21.3011. Grounds for expulsion of students.

What are grounds for expulsion of students?

A student may be removed from class and expelled without resort to an alternative education program under Section 21.3011 of this code if the student, on school property or while attending a school-sponsored or school-related activity on or off school property:

2) sells, gives, or delivers to another person or possesses or uses or is under the influence of:
   (A) marijuana or a controlled substance, as defined by the Texas Controlled Substances Act (Article 4476-15, Vernon's Texas Civil Statutes) or by 21 U.S.C. Section 801 et seq; or
   (B) a dangerous drug, as defined by the Texas dangerous drug law, Chapter 425, Acts of the 56th Legislature, Regular Session, 1959 (Article 4476-14, Vernon's Texas Civil Statutes);

3) sells, gives, or delivers to another person an alcoholic beverage, as defined by Section 1.04, Alcoholic Beverage Code, or commits a serious act or offense while under the influence of alcohol; or on more than one occasion possesses, uses, or is under the influence of an alcoholic beverage;

5) engages in conduct that contains the elements of an offense relating to abusable glue or aerosol paint under Section 4.13, Texas Controlled Substances Act (Article 4476-15, Vernon's Texas Civil Statutes), or relating to volatile chemicals under Chapter 323, Acts of the 68th Legislature, Regular Session, 1983 (Article 4476-13a, Vernon's Texas Civil Statutes).

How does the Texas Education Code define serious offenses related to drug use?

Serious offenses on school property include but are not limited to:

B) selling, giving, or delivering to another person or possessing or using:

i) marijuana or a controlled substance, as defined by the Texas Controlled Substances Act (Article 4476-15, Vernon's Texas Civil Statutes) or by 21 U.S.C. Section 801 et seq.

ii) a dangerous drug, as defined by the Texas dangerous drug law, Chapter 425, Act of the 56th Legislature, Regular Session, 1959 (Article 4476-14, Vernon's Texas Civil Statutes)

iv) an alcoholic beverage, as defined by Section 1.04, Alcoholic Beverage Code, or commits a serious act or offense while under the influence of alcohol.

C) being under the influence of any of the substances listed in subsections (a)(12)(B)(i), (ii), and (iv) of this section. A student need not be legally intoxicated to be considered "under the influence," but the student's faculties must be impaired to a noticeable extent.

What does the Texas Education Code require concerning anabolic steriods?

Section 21.928: Regulation of anabolic steroids and human growth hormones.

Each school in a public school district in which there is a grade level of seven or higher shall post in a conspicuous location in the school gymnasium and each other place in a building where physical education classes are conducted, the following notice:

> Anabolic steroids are for medical use only. State law prohibits possession, dispensing, delivery, or administering of an anabolic steroid in any manner not allowed by state law. State law provides that body building, muscle enhancement, or increasing muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a person who is in good health is not a valid medical purpose. Only a medical doctor may prescribe an anabolic steroid or human growth hormone for a person. A violation of state law concerning anabolic steroids or human growth hormones is a criminal offense punishable by confinement in jail or imprisonment in the Texas Department of Corrections.

Appendix F: Agencies and Organizations

The following list of agencies and organizations has been compiled as a resource for teachers and administrators. The materials and expertise provided by these agencies are neither recommended nor endorsed by the Texas Education Agency. Provision of this list of agencies and organizations is intended to aid districts with their selection of resource materials.

Action, The Federal Domestic Volunteer Agency—Texas Office
1100 Commerce Street,
Room 6B-11
Dallas, TX 75242
(214) 767-9494

American Association of Suicidology (AAS), (Central Office)
2459 South Ash
Denver, CO 80222

American Automobile Association
2990 Telestar Court, Ste. 100
Falls Church, VA 22042
(703) 222-2060

American Automobile Association (Texas Office)
3000 Southwest Freeway
Houston, TX 77098
(713) 524-1851

American Cancer Society
777 Third Avenue
New York, NY 10017
1-800-4-CANCER

American Cancer Society (Texas Division)
Box 9863
Austin, TX 78766
1-800-252-9174

American College of Sports Medicine
Box 1440
Indianapolis, IN 46206
(317) 637-9200

American Council on Drug Education (ACDE)
204 Monroe Street
Rockville, MD 20850
(301) 294-0600

American Heart Association
7329 Greenville Avenue
Dallas, TX 75231
(214) 750-5300

American Heart Association (Texas Affiliate, Inc.)
Box 15186
Austin, TX 78761
(512) 836-7220

American Lung Association
1704 Broadway
New York, NY 10019

American Lung Association of Texas
3520 Executive Center Drive
Ste. G-100
Austin, TX 78731
(512) 343-0502

American National Red Cross
17th and D Streets NW
Washington, D.C. 20006

2300 McKinney
Dallas, TX 75201
(214) 741-4421

Box 397
Houston, TX 77001
(713) 424-5050

American Public Health Association
1015 18th Street NW
Washington, D.C. 20036

American School Health Association
Box 708
Kent, OH 44230

C.E. Mendez Foundation Inc.
Box 10059
Tampa, FL 33679
(813) 875-2579

800-COCAINE
Fair Oaks Hospital
19 Prospect Street
Summit, NJ 07901
1-800-COCAINE

Committees of Correspondence
57 Conant St., Rm. 113
Danvers, MA 01923
(617) 774-2641

Comprehensive Health Education Foundation
20832 Pacific Highway S
Seattle, WA 98198
(206) 824-2907

Council of Chief State School Officers
400 N. Capitol St., NW, Ste. 379
Washington, D.C. 20001
(202) 393-8159

Drug Enforcement Administration (DEA)
President's Drug Awareness Campaign
U.S. Department of Justice
Washington, D.C. 20537
(202) 633-1146

Demand Reduction Coordinators:
1800 Regal Row
Dallas, TX 75235

333 West Loop North
Houston, TX 77024

Families in Action—National Drug Information Center
3845 North Druid Hills Road, #300
Decatur, GA 30033

Health EDCO, Inc.
Box 21207
Waco, TX 76702-1207
(817) 776-6461

Johnson Institute
7151 Metro Boulevard
Minneapolis, MN 55435-3425
1-800-231-5165

Just Say NO Foundation
1777 North California Boulevard
Walnut Creek, CA 94596
1-800-258-2766

Law-Related Education
State Bar of Texas
Box 12487
Austin, TX 78711

March of Dimes—Birth Defects Foundation
Box 2000
White Plains, NY 10602

March of Dimes—Birth Defects Foundation (Texas Regional Office)
2527 Royal Lane, Ste. 155
Dallas, TX 75229
(214) 620-9779

National Association of School Nurses
Box 1300
Scarborough, MD 04074

National Clearinghouse for Alcohol and Drug Information (NCADI)
Box 2345
Rockville, MD 20852
(301) 468-2600

National Clearinghouse on Smoking and Health, Centers for Disease Control
1600 Clifton Road, NE
Atlanta, GA 30333

National Council on Alcoholism
Two East 103rd Street
New York, NY 10029

National Federation of Parents for Drug-Free Youth (NFP)
1423 N. Jefferson
Springfield, MO 65802
(417) 836-3709

National Health Information Clearinghouse, NHIC (Health Calendar)
Box 1133
Washington, D.C. 20013
1-800-336-4797

National Institute on Drug Abuse
5600 Fishers Lane
Rockville, MD 20851
1-800-662-HELP

National Safety Council—Director of Public Information
425 North Michigan Avenue
Chicago, IL 60611

National School Safety Center
16830 Ventura Boulevard, #200
Encino, CA 91436
(818) 377-6200

Office for Substance Abuse Prevention (OSAP)
Alcohol, Drug Abuse and Mental Health Administration
5600 Fishers Lane, Rm. 9A-54
Rockville, MD 20857
(301) 443-0365

Pacific Institute for Research and Education: JUST SAY NO
1777 N. Catalina Blvd.
Walnut Creek, CA 94596
(800) 258-2766

PAN-Texas
Austin Child Guidance Center
810 W. 45th Street
Austin, TX 78751

Pharmacists Against Drug Abuse (PADA) Foundation, Inc.
Box 776
Spring House, PA 19477

PRIDE: Parents' Resource Institute for Drug Education, Inc.
The Hurt Building, Ste. 210
50 Hurt Plaza
Atlanta, GA 30303
(800) 241-7946

Schools Without Drugs: The Challenge
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-0100
(202) 732-4161

Schools Without Drugs—Region VI
1200 Main Tower Building, #2125
Dallas, TX 75202
(214) 767-3626

Southwest Regional Center for Drug-Free Schools and Communities
The University of Oklahoma
555 Constitution Avenue
Ste. 138
Norman, OK 73037
(800) 523-7363, ext. 1454

Texas Association for Children of Alcoholics (TACoA)
Box 12882
Austin, TX 78711

Texas Commission on Alcohol and Drug Abuse (TCADA)
720 Brazos Street
Ste. 403
Austin, TX 78701
(512) 867-8700

Texas Department of Health
1100 West 49th Street
Austin, TX 78756
(512) 458-7111

Texas Department of Public Safety
Box 1748
Austin, TX 78767
(512) 473-9392

Texas Education Agency Drug Use Prevention Program
1701 N. Congress
Austin, TX 78701-1494
(512) 463-9006

Texas Medical Association Auxiliary
1801 N. Lamar Blvd.
Austin, TX 78701
(512) 477-6704

Texans' War on Drugs
11044 Research Blvd.
Building D, Ste. 200
Austin, TX 78759
(512) 343-6950

U.S. Department of Health and Human Services—Office of Disease Prevention and Health Promotion
Hubert H. Humphrey Building
200 Independent Avenue, SW
Washington, D.C. 20201

World Service Office, Inc.
Box 9999
Van Nuys, CA 91409

Appendix G: Instructional Strategies and Products for Teaching Drug Use Prevention

Most of the instructional strategies and products that work effectively in other courses are also effective in teaching drug use prevention. Eighty-five suggested strategies and products are listed below to serve as reminders of various ways to approach the topic.

1. advertisement
2. art gallery
3. block picture story
4. book cover
5. bulletin board
6. cardboard relief
7. cartoons
8. case study
9. chart
10. choral reading
11. cinquain
12. city council meeting
13. city ordinance or state law regarding drug-free zones, sale of volatile chemicals, pollution, crime, slums, vandalism
14. collage
15. construction
16. costume
17. creative writing
18. crosscut diagram
19. crossword puzzle
20. debate
21. demonstration of a technique
22. diamante
23. diorama
24. ditto
25. editorial
26. essay
27. experiment
28. fact file
29. fairy tale
30. filmstrip
31. flip book
32. game board
33. geometric shapes
34. glossary
35. greeting card
36. guest speaker
37. haiku
38. illustrated story
39. interrupted film
40. interview
41. jigsaw puzzle
42. letter (friendly)
43. letter to the editor
44. limerick
45. minicenter
46. mobile
47. movie making
48. mural
49. museum
50. newscast
51. newspaper story
52. news report
53. one-act play
54. oral report
55. pamphlet
56. photo essay
57. picture dictionary
58. picture with information and diagram
59. pictures (photographs)
60. poem
61. poster
62. project cube
63. puppet
64. puppet show
65. rebus story
66. science fiction story
67. scrapbook
68. skit
69. song (original)
70. songs (collection)
71. stained glass
72. stencil
73. stitchery
74. story
75. survey
76. taped recording
77. television game show
78. textbook
79. town meeting
80. transparency
81. T-shirt design
82. vocabulary
83. window-shade story, game, poster
84. worksheet
85. written reports

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